



## BOARD OF EDUCATION - REGULAR MEETING

### AGENDA

District Office - Board Room  
500 N. Walnut Street, La Habra, CA 90631

Thursday, March 10, 2022 06:00 PM

**5:00 p.m. - Closed Session**

**6:00 p.m. – Call to Order/Regular Meeting**  
(Meetings are recorded for use in official minutes)

#### 1. Formal Call to Order

Start time: 05:00 PM

#### 2. Adjourn to Closed Session

#### 3. Closed Session

- a. Public Employee Discipline/Dismissal/Release/Personnel Matters  
Government Code Sections 54954.5(d), 54957
- b. Expulsion for Student #1217231  
Government Code Section 54962
- c. Conference with Labor Negotiators District Representatives:  
Dr. Joanne Culverhouse, Superintendent  
Employee Organization(s): California School Employees Association (CSEA),  
Chapter #135/La Habra Education Association (LHEA)  
Government Code Sections 54954.5(f), 54957.6

#### 4. Second Call to Order

Start time: 06:00 PM

- o Welcome
- o Pledge of Allegiance

#### 5. Report from Closed Session

#### 6. Action Item: Adoption of Agenda

**(Action)**

Motion \_\_\_\_\_

Second \_\_\_\_\_

Board Action \_\_\_\_\_

**7. Action Item: Approval of Minutes of the Regular Meeting of February 10, 2022** (Action)

**Motion**\_\_\_\_\_ **Second**\_\_\_\_\_ **Board Action**\_\_\_\_\_

**8. Correspondence: Clerk of the Board**

**9. Public Comment**

*Members of the audience may address the Board of Education on agenda items during consideration of that item and items not on the agenda that are within the Board's subject matter jurisdiction. Speaking time is limited to three (3) minutes per speaker with a maximum of twenty (20) minutes per topic. Persons wishing to address the Board should complete and submit a Presentation Card, available on the table near the hallway door. The Presentation Card must be completed and given to the Secretary prior to the meeting. Matters not on the agenda may neither be acted upon nor discussed by the Board, but will be researched and responded to in any one of the following ways: 1) by telephone after research; 2) by mail after research; or 3) at a subsequent Board meeting as an agenda item.*

**10. CONSENT CALENDAR** (Action)

**Motion**\_\_\_\_\_ **Second**\_\_\_\_\_ **Board Action**\_\_\_\_\_

**a. EDUCATIONAL SERVICES** (Consent Agenda)

**1. Contract Reports - Educational Services/Special Education**

[Educational Services \(p. 5\)](#)

[Special Education Contracts \(p. 6\)](#)

**2. Staff Development**

[Staff Development \(p. 9\)](#)

**b. BUSINESS SERVICES** (Consent Agenda)

**1. Contract Reports - Business Services**

[Business Services \(p. 10\)](#)

**2. Expenditures Report**

[Expenditures \(p. 11\)](#)

**3. Field Contracts**

[Field Contracts \(p. 12\)](#)

**c. PERSONNEL SERVICES** (Consent Agenda)

**1. Separations/New Hires**

[Separations \(p. 13\)](#)

[New Hires \(p. 14\)](#)

**2. Change of Status**

[Change of Status \(p. 15\)](#)

**11. GENERAL MATTERS**

**a. Action Item: 2022 California School Boards Association Delegate Assembly Election** (Action)



Trustees are requested to approve up to seven candidates for the 2022 California School Boards Association Delegate Assembly per the attachments.

**Motion**\_\_\_\_\_ **Second**\_\_\_\_\_ **Board Action**\_\_\_\_\_

[CSBA Delegate Assembly Memo \(p. 16\)](#)

[Delegate Assembly Ballot \(p. 17\)](#)

## 12. INSTRUCTION AND PERSONNEL

### a. Information/Action Item: Comprehensive School Safety Plans (Information)

Trustees are requested to approve the publication of the 2021-2022 Comprehensive Safe School Plans for Arbolita, El Cerrito, Ladera Palma, Las Lomas, Las Positas, Sierra Vista, Walnut, Imperial, and Washington Schools.

**Motion**\_\_\_\_\_ **Second**\_\_\_\_\_ **Board Action**\_\_\_\_\_

[Comprehensive Safe School Plans Memo \(p. 18\)](#)

[Arbolita School Safety Plan \(p. 19\)](#)

[El Cerrito School Safety Plan \(p. 84\)](#)

[Ladera Palma School Safety Plan \(p. 147\)](#)

[Las Lomas School Safety Plan \(p. 211\)](#)

[Las Positas School Safety Plan \(p. 275\)](#)

[Sierra Vista School Safety Plan \(p. 339\)](#)

[Walnut School Safety Plan \(p. 401\)](#)

[IMS School Safety Plan \(p. 463\)](#)

[WMS School Safety Plan \(p. 527\)](#)

### b. Information Item: Williams Settlement Legislation 2nd Quarter Report (Information)

Trustees will be apprised of the required Williams Settlement Legislation 2nd Quarter Report per California Education Code Section 1240(2)(H) requirements. The 2nd Quarter Report includes Uniform Complaint procedures and School Accountability Report Cards during October, November, and December 2021 per attachments.

[Williams Report Memo \(p. 593\)](#)

[Williams Settlement Legislation - 2nd Quarter Report \(p. 594\)](#)

## 13. BUSINESS MATTERS

### a. Action Item: Approval to Use Waterford Unified School District Bid #01/22 for School Bus Purchases (Action)

Trustees are requested to approve the Waterford Unified School District Bid #01/22 for School Bus Purchases.

**Motion**\_\_\_\_\_ **Second**\_\_\_\_\_ **Board Action**\_\_\_\_\_

[Piggyback Memo \(p. 596\)](#)

### b. Information/Action Item: Certification of Second Interim Financial Report and Budget Transfer/Income Adjustments (Action)

After discussion of the Second Interim Financial Report, Trustees are requested to certify the report. Included in this action will be authorization to:

Make budget transfers and adjustments as needed for the 2021-22 District budget.

**Motion** \_\_\_\_\_

**Second** \_\_\_\_\_

**Board Action** \_\_\_\_\_

[Second Interim Memo \(p. 597\)](#)

[Second Interim Report \(p. 598\)](#)

**14. Board/Superintendent Comments:**

**15. Adjournment**

**Motion** \_\_\_\_\_

**Second** \_\_\_\_\_

**Board Action** \_\_\_\_\_

**16. NEXT BOARD MEETING:**

The next regular meeting of the Board of Education is scheduled for April 14, 2022 at 6:00 p.m., at the District Education Board Room, 500 N. Walnut Street, La Habra, California.

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La Habra City School District is a tobacco-free district. Tobacco use is prohibited on District property at all times. Any individual with a disability who requires reasonable accommodation to participate in a Board meeting may request assistance by contacting the Superintendent's Office at 562-690-2300; fax: 562-690-4154.



## ***La Habra City School District***

500 North Walnut, La Habra, California 90631-3769

### **REQUEST FOR APPROVAL OF CONTRACTS / AGREEMENTS / EDUCATIONAL SERVICES**

<b>PROGRAM</b>	<b>LOCATION</b>	<b>START DATE</b>	<b>END DATE</b>	<b>CONSULTANT</b>	<b>INVOICE AMOUNT</b>	<b>FUNDING SOURCE</b>
Renewal of agreement to participate in the School Pantry Program that distributes fresh produce to families	District	7/1/2022	6/30/2025	Second Harvest Food Bank of Orange County	N/A	N/A
Two days of Outdoor Education Science program	Sierra Vista, Arbolita	5/5/2022	5/6/2022	Irvine Ranch Outdoor Education Center	\$13,200.00	Title I

### **RATIFICATION**

Addendum to agreement to provide transportation services as requested by the District	District	1/10/2022	6/30/2022	HopSkipDrive	\$15,000.00	Special Education
Addendum to agreement to provide professional multilingual translation/interpretation services for the 2021-2022 school year	District	7/1/2021	6/30/2022	Language Network	\$6,000.00	Admin/Special Education
After School Enrichment Classes TK-6, in-person or virtual	Walnut	2/3/2022	5/27/2022	Moving Mindz	\$9,450.00	Title I
Cooperative learning strategies for engagement at all levels TK-6	Arbolita, Walnut	8/11/2022	8/11/2022	Kagan Professional Development	\$6,748.00	Title I

**Board Approved: March 10, 2022**



## La Habra City School District

500 North Walnut, La Habra, California 90631-3769

### Board of Education

CYNTHIA AGUIRRE, *President*  
OFELIA HANSON, *Clerk/Vice-President*  
EMILY PRUITT, *Member*  
SUE PRITCHARD, Ph.D., *Member*  
ADAM ROGERS, *Member*

JOANNE CULVERHOUSE, Ed.D., *Superintendent*

### REQUEST FOR APPROVAL OF SPECIAL EDUCATION SERVICE CONTRACTS

Approval of the following contract(s) will provide services to students with exceptional needs per Education Code 56157 and 56365-56366.7 on the basis of each pupil's Individualized Education Program (IEP).

Contract Agency: Del Sol School  
5340 Myra Ave.  
Cypress, CA 90630

Student	Services Provided	Start Date	End Date	Rate	Max. Sessions	Contract Amount
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### RATIFICATION

#1218821	Education Program	12/6/2021	5/27/2022	\$ 234.00	105	\$ 24,570.00
	Behavior Intervention	12/6/2021	1/31/2022	\$ 110.00	2	\$ 220.00
TOTAL						\$ 24,790.00

BOARD APPROVED: March 10, 2022



## La Habra City School District

500 North Walnut, La Habra, California 90631-3769

**Board of Education**  
CYNTHIA AGUIRRE, *President*  
OFELIA HANSON, *Clerk/Vice-President*  
EMILY PRUITT, *Member*  
SUE PRITCHARD, Ph.D., *Member*  
ADAM ROGERS, *Member*

JOANNE CULVERHOUSE, Ed.D., *Superintendent*

### REQUEST FOR APPROVAL OF SPECIAL EDUCATION SERVICE CONTRACTS

Approval of the following contract(s) will provide services to students with exceptional needs per Education Code 56157 and 56365-56366.7 on the basis of each pupil's Individualized Education Program (IEP).

Contract Agency: ECE 4 Autism  
2000 E. Ivy Hill Ln.  
Orange, CA 92867

Student	Services Provided	Start Date	End Date	Rate	Max. Sessions	Contract Amount
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### RATIFICATION

#1216117	Adjust Speech and Language	2/8/2022	6/14/2022	\$ 45.00	54	\$ 2,430.00
	Add Behavior Intervention	2/8/2022	6/14/2022	\$ 90.00	90	\$ 8,100.00
	Implementation Services					

**TOTAL \$ 10,530.00**

BOARD APPROVED: March 10, 2022



## La Habra City School District

500 North Walnut, La Habra, California 90631-3769

### Board of Education

CYNTHIA AGUIRRE, *President*  
OFELIA HANSON, *Clerk/Vice-President*  
EMILY PRUITT, *Member*  
SUE PRITCHARD, Ph.D., *Member*  
ADAM ROGERS, *Member*

JOANNE CULVERHOUSE, Ed.D., *Superintendent*

### REQUEST FOR APPROVAL OF SPECIAL EDUCATION SERVICE CONTRACTS

Approval of the following contract(s) will provide services to students with exceptional needs per Education Code 56157 and 56365-56366.7 on the basis of each pupil's Individualized Education Program (IEP).

Contract Agency: Joan Macy School  
1350 3rd Street  
La Verne, CA 91750

Student	Services Provided	Start Date	End Date	Rate	Maximum Sessions	Contract Amount
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### RATIFICATION

#1219413	Education Program	1/3/2022	6/9/2022	\$ 167.33	103	\$ 17,234.99
					<b>TOTAL</b>	<b>\$ 17,234.99</b>

BOARD APPROVED: March 10, 2022

**LA HABRA CITY SCHOOL DISTRICT**  
**REQUEST FOR APPROVAL/RATIFICATION OF PROFESSIONAL DEVELOPMENT PROGRAMS**

<b>GENERAL PROGRAM</b>	<b>LOCATION</b>	<b>DATE</b>	<b>OVERVIEW</b>	<b>ATTENDEE(S)</b>	<b>ESTIMATED EXPENSE</b>	<b>FUNDING SOURCE</b>
IB- Head of School Conference	Virtual	3/2/22	Discuss IB best practices from IB practitioners	Erika Lopez	\$450.00	ESSER II
CA School Personnel Commission Association annual conference	Monterey, CA	3/5/22 - 3/8/22	Updates on merit system districts	Danelle Bautista Sharon Brown	\$4,098.00	Personnel Commission
Association of Two-Way Dual Language Education - Instituto de Escritura en español	Virtual	3/5/22 and 3/19/22	Learn best practices when teaching Spanish writing	Adrienne Navarro Sara Ortiz Lorena Cortez Marlene Uriostegui Alexis Jaimes Mayra Hernandez Dianna Chalberg	\$1,575.00	S&C
Association of Two-Way Dual Language Education - Spring Literacy Workshop	Virtual	5/11/22 - 5/12/22	To research and learn cross-linguistic strategies for Dual Immersion program	Andrienne Navarro Alejandra Maurin	\$1,000.00	S&C
Pesticide Application Courses	Virtual	Various dates between 2/9/22 and 5/18/22	To maintain California applicator license	Bert Cota Leo Ascencio	\$780.00	Unrestricted
SSC 2022 May Revision and School Finance Conference	Virtual	5/20/22 and July 2022 (TBD)	Review May revision budget	Arlene Magana	\$250.00	Unrestricted



## ***La Habra City School District***

500 North Walnut, La Habra, California 90631-3769

### **REQUEST FOR APPROVAL OF CONTRACTS / AGREEMENTS / BUSINESS SERVICES**

<b>PROGRAM</b>	<b>LOCATION</b>	<b>START DATE</b>	<b>END DATE</b>	<b>CONSULTANT</b>	<b>INVOICE AMOUNT</b>	<b>FUNDING SOURCE</b>
Big Air BMX Show with Positive Motivational Youth Messages	Sierra Vista	5/24/2022	5/24/2022	Royal Management	\$1,397.00	S&C

### **RATIFICATION**

Special Services for Wellness Series, In- Person and Virtual	District	2/1/2022	6/30/2022	St. Jude	\$775.00	General
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**Board Approved: March 10, 2022**



Warrant Reports: January 27, 2022 – February 23, 2022

Approve warrants numbered 30-088719 through 30-088954  
For the amount of \$1,599,812.31 as presented.

0101	General fund	\$1,390,249.83
1212	Child Development	\$315.55
1313	Nutrition Services	\$15,288.89
2129	Building Fd GO Bond S-2012E	\$191,946.49
2525	Capital Facilities	\$40.00
4040	Special Reserve Fd for Capital Outlay	<u>\$2,031.55</u>
<b>TOTAL</b>		<b>\$1,599,812.31</b>



## La Habra City School District

500 North Walnut, La Habra, California 90631-3769

### REQUEST FOR RATIFICATION OF FIELD CONTRACTS

VENDOR	DESCRIPTION	LOCATION	AMOUNT
Avidex Industries	Labor and materials to relocate existing AV system to adjacent wall in MPR	Walnut	\$6,964.13
Century Paving	Labor and materials to replace damaged asphalt behind portable buildings, patch perimeter, and reconnect asphalt ramps and landings	El Cerrito	\$12,900.00
Covoc Corporation	Labor and materials to furnish and install seven window shades in Technology Department	District Office	\$4,188.29
Golden Coast Construction	Labor and materials for classroom cabinet renovations	El Cerrito	\$39,250.00
KYA Services	Labor and materials to remove existing carpet, prep and install new sheet vinyl flooring in various rooms	El Cerrito	\$32,076.98
MJ Wiretech	Labor and materials to furnish and install new cable runs in Technology Department	District Office	\$1,150.00
Rivera Painting Plus	Labor and materials to prep, prime and paint the exterior lunch area, 27 doors and casings and the interior walls and cabinets of portable 401	Sierra Vista, Las Positas, Walnut	\$12,800.00
S&K Theatrical Draperies	Labor and materials to remove existing, furnish and install new stage draperies in the MPR	Washington	\$11,765.65
So Cool Air Conditioning	Labor and materials to install eight district supplied roof top package units	Imperial	\$14,620.00
Thyssenkrupp Elevator	Labor and materials to remove elevator hall door, replace stainless steel skin and re-install	Las Positas	\$12,481.88
West Coast Graffiti Guard	Labor and materials to install graffiti guard on 28 windows and window film on 60 windows	Washington, El Cerrito	\$3,818.97
Wolverine Fence	Labor and materials to install four safety bollards and one sign post	Washington	\$3,105.00
Wolverine Fence	Labor and materials to install a new guard rail, remove and re-install existing handrail	Las Lomas	\$2,950.00

**Board Approved: March 10, 2022**

## La Habra City School District

**To:** Board of Trustees

**From:** Danelle Bautista, Director of Classified Personnel/Insurance Supervisor  
Mario A. Carlos, Ed.D., Associate Superintendent of Human Resources

**Date:** March 10, 2022

**CC:** Superintendent

**Re:** Separations

<b>NAME/JOB TITLE/ SCHOOL</b>	<b>HIRE DATE</b>	<b>REASON</b>	<b>EFFECTIVE DATE</b>
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### **CLASSIFIED**

Canales, Krista I A I-Sp Ed Imperial	1/11/2022	Resigned	2/11/2022
Lopez, Christopher Bus Driver Transportation	9/7/2021	Did not pass probation	2/11/2022
Martinez-Gonzalez, Nancy Accounting Tech I District Office	9/16/2021	Did not pass probation	3/2/2022

### **CERTIFICATED**

Gonzalez, Candice Education Specialist El Cerrito	8/11/2020	Resigned	6/2/2022
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### **ADMINISTRATION**

Culverhouse, Joanne Superintendent District Office	2/1/2017	Early Retirement	6/30/2022
Seighman, Cathy Principal Imperial Middle School	9/26/1988	Early Retirement	6/17/2022

**Board Approved: March 10, 2022**

## La Habra City School District

**To:** Board of Trustees

**From:** Danelle Bautista, Director of Classified Personnel/Insurance Supervisor  
Mario A. Carlos, Ed.D., Associate Superintendent of Human Resources

**Date:** March 10, 2022

**CC:** Superintendent

**Re:** Ratification of New Employees

NAME/ JOB TITLE SCHOOL	STATUS	COLUMN/STEP	RATE OF PAY	HIRE DATE
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### CLASSIFIED

*Cox, Kyle Info Svcs Tech I Las Lomas	Probationary	25-1	\$21.10/hour	2/9/2022
**Morris, Kelly Educational Asst Ladera Palma	Probationary	17-1	\$17.32/hour	2/4/2022
Moser, Brendan Extended Care Worker KidZone	Probationary	4-1	\$15.00/hour	2/4/2022

### INTERNS

Wright, Sarina School Psych Intern District Office	Temporary	Stipend	\$1,000/month	1/10/2022
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### ADMINISTRATION

Graves Poole, Marcie Assistant Superintendent of Educational Services District Office	Administration	7-4 (+2% Doctorate)	\$176,332/year	7/1/2022
Tecker, Sheryl Associate Superintendent of Human Resources District Office	Administration	8-6 (+2% Doctorate)	\$190,815/year	7/1/2022

\*Previously substitute status

\*\*Promoted from another position

**Board Approved: March 10, 2022**

## La Habra City School District

**To:** Board of Trustees  
**From:** Danelle Bautista, Director of Classified Personnel/Insurance Supervisor  
**Date:** March 10, 2022  
**CC:** Superintendent  
**Re:** Change of Status

NAME/JOB TITLE/ LOCATION	CHANGE	FROM	TO
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**CLASSIFIED**

Campos, Tammie I A I-Sp Ed Washington	Location	Washington	Las Positas
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**Board Approved: March 10, 2022**

## La Habra City School District

**To:** Board of Education  
**From:** Gina Cosylion, Executive Assistant to the Superintendent  
**Date:** March 10, 2022  
**CC:** Superintendent

**Re:** 2022 California School Boards Association (CSBA) Delegate Assembly Election

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**Background:**

The California School Boards Delegate Assembly plays a key role in the California School Boards Association (CSBA) governance structure. Nominations for representatives to the CSBA Delegate Assembly were accepted by CSBA in January 2022. As a result of those nominations, there are ten candidates for seven vacancies in the California School Boards Delegate Assembly, Region 15. The ballot also has a provision for write-in candidates if Trustees choose to vote for an individual whose name is not printed on the ballot. Ballots must be postmarked and returned to CSBA in Sacramento on or before Tuesday, March 15, 2022.

**Rationale:**

The CSBA conducts this annual Delegate Assembly Election, and Trustees are afforded the opportunity to vote for candidates.

**Recommended Action:**

Approve 2022 CSBA Delegate Assembly Election Candidates.

**Financial Implications, if any:**

None.

***REQUIRES BOARD ACTION***

**CORRECTED BALLOT**

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **TUESDAY, MARCH 15, 2022**. Only ONE Ballot per Board. Be sure to mark your vote “**X**” in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2022 DELEGATE ASSEMBLY BALLOT  
SUBREGION 15  
(Orange County)

Number of seats: 7 (Vote for no more than 7 candidate)

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*Delegates will serve two-year terms beginning April 1, 2022 - March 31, 2024*

*\*denotes incumbent*

☐

Marilyn Anderson (Placentia-Yorba Linda USD)

☐

Lynn Davis (Tustin USD)\*

☐

Michelle Barto (Newport-Mesa USD)

☐

Candice (Candi) Kern (Cypress ESD)\*

☐

John Briscoe (Ocean View SD)

☐

Annemarie Randle-Trejo (Anaheim Union HSD)\*

☐

Lauren Brooks (Irvine USD)\*

☐

Barbara Schulman (Saddleback Valley USD)

☐

Carrie Buck (Placentia-Yorba Linda USD)\*

☐

Michael Simons (Huntington Beach Union HSD)\*

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*Provision for Write-in Candidate Name*

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*School District*

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*Signature of Superintendent or Board Clerk*

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*Title*

---

*School District Name*

---

*Date of Board Action*

*See reverse side for list of all current Delegates in your Region.*

## La Habra City School District

**To:** Board of Trustees  
**From:** Marcie Graves Poole, Ed.D,  
Director, Special Programs and Assessments  
**Date:** March 10, 2022  
**CC:** Superintendent  
**Re:** Comprehensive School Safety Plans

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**Background:**

California Education Code (EC) Section 32281(a) requires every kindergarten through grade twelve school to develop and maintain Comprehensive School Safety Plans (CSSP) designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel.

The law requires designated educational partners to annually engage in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

Effective school safety planning must be a dynamic, ongoing process with plans being reviewed and evaluated regularly, and after critical incidents.

**Rationale:**

All La Habra City School District schools have collaborated with their Site Safety Committee and School Site Councils (SSC) to update and adopt the CSSP by the required March 1 annual deadline. The EC requires that the CSSPs are approved by the District and CDE must be notified by October 15 of any school(s) that have not complied with requirements.

**Recommended Action:**

No action is required. All LHCS D schools are in compliance.

**Financial Implications, if any:**

None.



# La Habra City School District

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**Arbolita Elementary School**

**1001 E. Brookdale Dr.**

**La Habra, CA 90631**

**562-690-2352**



## **COMPREHENSIVE SAFE SCHOOL PLAN 2021-2022**

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## Introduction

Arbolita Elementary School has a responsibility to provide for the safety of all students and staff in an emergency. An emergency or crisis may affect a single classroom, a building, or the entire school. The plans and procedures found in this Comprehensive Safety Plan provide teachers with a quick review of the steps to take in the event of an emergency on campus.

Safety drills for earthquakes, fires, and other disasters are held regularly to assure the safety of all students. Our school conducts monthly fire and earthquake drills. Lockdown drills are routinely performed. Each teacher reviews emergency procedures with students in order for our pupils to be well prepared. Our team regularly reviews and modifies adaptations to emergency procedures for students with disabilities. These adaptations are communicated with support personnel and practiced in conjunction with school-wide drills.

In the event of an actual disaster, children will remain in the protective custody of school personnel. An emergency card is on file to ensure that students are released to authorized adults. The school is equipped with food, water, and first aid kits. It is essential for parents to keep emergency names and phone numbers up to date at all times.

## The Comprehensive School Safety Plan Overview

The Comprehensive School Safety Plan (CSSP) is required by Education Code (32282-32289). It is to be reviewed and updated annually by March 1 and submitted for approval to the School Site Council as well as to the District's governing board. The contents of the CSSP should include information assessing the status of school crimes committed on school campuses and at school-related functions, strategies, and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on policies, or procedures, and how you may become involved with school safety programs, please contact:

Jennifer McCully-Rodriguez, Principal

Arbolita School

1001 E. Brookdale Ave

La Habra, CA 90631

(562) 690-2352

Google Voice Number: 562-265-8133

[jmccully-rodriguez@lahabraschools.org](mailto:jmccully-rodriguez@lahabraschools.org)

Prepared by:

Site Safety Committee

School Site Council

- The Comprehensive Safe School Plan was presented at School Site Council on 2/9/22.
- The Comprehensive Safe School Plan was presented to the public on 3/10/22.

A copy of the CCSSP is available for review at the Arbolita Elementary office and at the La Habra City School District Office. In addition, the CSSP is available on the District website at [www.lahabraschools.org](http://www.lahabraschools.org).

## General School Information

### School Profile

Arbolita Elementary is located in the city of La Habra and serves approximately 419 students in grades TK – 6. This elementary school offers a comprehensive curriculum with opportunities for students to participate in Visual and Performing Arts.

### Safe School Mission

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention with emphasis on high expectations for student conduct, responsible behavior, and a respect for others.

### School Safety Committee Membership

<b>Arbolita – School Safety Committee 2021-2022</b>	
Name	Title
Jennifer McCully Rodriguez	Principal
Ingrid Zapiain	Psychologist
Jason Munier	Custodian
Maria Mullaney	Office Manager
Dawn Roode-Viles	MTSS TOSA
Lisa Guzman	Teacher
Jessica Henson	RSP teacher
Gina Kruip	Teacher

## School Site Council Membership

Education Code Section 35294.2(e) requires that the Comprehensive School Safety Plan be reviewed and updated annually by the School Site Council.

The School Site Council for Arbolita School during the 2021-2022 school year is comprised of the following individuals:

<b>Arbolita – School Site Council 2021-2022</b>	
Name	Title
Jennifer McCully-Rodriguez	Principal
Maria Sandoval	Parent
Josette Perre	Parent
Evan Siggson	Parent
Carmen Davis	Parent
Yesenia Garcia	Parent
Cindie Grisso	Teacher
Dawn Viles	Teacher
Katie Mayfield	Teacher
Claudia Leon Martin	Classified Rep
Maria Sandoval	Parent



## Safe School Reports

### School Crime Status

Arbolita School does not experience high incidents of crime on campus or during school-related functions.

2020-2021 Summary Data	
Total Suspensions	0
Total Expulsions	0

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled.

### Safe School Assessment Resources

The following resources were analyzed to develop an understanding of current conditions on school safety and standard practices, in addition to developing a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- Parent Surveys
- Student Engagement Survey
- Organization and Planning Survey
- Facilities Inspection Tool

## Emergency Response Teams and Support Personnel

### Administration

Principal:	Jennifer McCully-Rodriguez
Academic Coach:	Dawn Viles
School Psychologist:	Ingrid Zapiain
Assembly Area Captain:	Claudia Leon Martin
Team Leader #1:	Lisa Guzman
Team Leader #2:	Lorri Varela
Team Leader #3:	Kathy Truong
Office Manager:	Maria Mullaney

### Command Center

Principal:	Jennifer McCully-Rodriguez
School Office Manager:	Maria Mullaney

### Principal will:

1. Assist in the flow of communication
2. Assist in the dispersal of students
3. Direct operations and governance
4. Request and/or receive reports from staff members

### Office Manager will:

1. Develop a resource log
2. Record the time of all requests of resources, (i.e., fire department, police department, etc.), in the resource log
3. Record times of arrival for all support personnel in the resource log
4. Record other major incidents that take place, such as orders from the La Habra Police Department for lockdown, evacuation, or all clear

Equipment/Supplies:

- Digital two-way radio
- Emergency microphone/megaphone system
- Clipboard, notepad, writing utensil

Location of Command Center:

- Grass area between Office and 201

## Assembly Area Team

## Team Leaders:

Lisa Guzman - Teacher

Team Members – (TK, K, 1st Teachers)

Lorri Varela – Teacher

Team Members – (2<sup>nd</sup>, 3<sup>rd</sup> Grade, PRIDE Teachers)

Kathy Troung – Teacher

Team Members – (4/5, 4<sup>th</sup>, 5<sup>th</sup>, & 6<sup>th</sup> Grade Teachers)

## Team Leaders will:

- Collect student accountability forms and roll sheets
- Inform administration of any issues specific to their team

## Assembly Team Members will:

- Organize and supervise students assigned to them
- Take attendance and complete student accountability forms
- Coordinate with EOC regarding student release procedures
- Maintain calm climate
- Distribute food, water, and emergency supplies as needed
- Administer first aid as needed

## Equipment/Supplies:

- Attendance rosters
- Pencils
- Student accountability forms
- Family emergency plan checklist
- Classroom first aid kit

## Location:

- Field-Grass Area
- Students will stand in line according to classroom number

### Assembly Area Captain

Lisa Guzman – Teacher

Angelica Jimenez/Katie Mayfield – RSP teacher/Coach

Ingrid Zapiain – Psychologist

### Duties:

Assembly Area Captain will:

1. Take a leadership role in the absence of the principal
2. Take class attendance, move to the front of the assembly area
3. Receive classroom attendance count from assembly team
4. Report attendance count to the command center
5. Oversee assembly area
6. Assist with first aid in assembly area as needed

### Equipment/Supplies:

- Clipboards
- Pencils
- Area class rosters/attendance
- Safety vest
- Two-way radio

### First Aid Team

Lori White - Health Technician

Teresa Mejia – Clerk Typist

### The First Aid Team will:

1. Administer first aid and record information of injury(s) and treatment
2. Prepare first aid supplies at the request of the command center
3. Administer first aid and record information of the extent of injuries
4. Receive information from the search and rescue teams
5. Maintain a first aid log of injuries that have been reported by search and rescue
6. Determine the need for additional medical assistance
7. Dispatch personnel to other areas as needed

### Equipment/Supplies:

- First aid cards
- First aid supplies
- Stretcher
- Blankets
- Wheelchair
- Two-way radios
- Clipboards
- Pencils
- Safety vests

### Fire Team

Jason Munier – Day Custodian

Mike Lopez – Evening Custodian

### Fire Team will:

1. Secure area and evacuate students and staff, if necessary
2. Confirm the existence and location of the fire
3. Notify the command center of existing fire(s)
4. Receive input from the Search and Rescue Team
5. If needed, use appropriate fire control equipment to rescue

### Equipment/Supplies:

- CO2 Fire Extinguishers
- Gloves
- Blankets
- Helmets
- Two-way radios
- Safety vests

### Assigned Areas:

- Areas affected by the fire and surrounding areas



### Search and Rescue Teams

Team #1 – Susan Tafua and Laith Al-Jamie - Teachers

Team #2 – Darcy Sprague and Kirstin Bishop - Teachers

Team #3 – Paige Lunsford and Brianna Viles- Teachers

Team #4 – Elena Cisneros – Satellite Kitchen Lead

Team #5 – Claudia Leon Martin & Dawn Viles– Community Liaison & Academic Coach

### Search and Rescue will:

1. If they are classroom teachers, release their students to their buddy teacher
2. Report to the first aid station to receive team assignment
3. Sweep through assigned area
4. Check each room vocally, visually and physically
5. Report any injuries to the first aid/command center stations using two-way radio
6. Extinguish small fires using classroom fire extinguishers
7. Upon completion of the search, report to first aid team to assist with injuries, if needed
8. Turn in search and rescue assessment forms to the command center
9. Return to assembly area upon completion of all duties

### Equipment/Supplies:

- Clipboards
- Search and rescue assessment forms
- Tape
- Flashlights
- Gloves
- Hard hats
- Safety vests
- Two-way radios

### Search areas:

Team #1 - Classrooms and bathrooms in 400 building

Team #2 - Classrooms and bathrooms in 300 building

Team #3 - Classrooms and bathrooms in 200 building

Team #4 - Kitchen and bathrooms in the cafeteria building

Team #5 - Offices, library, classrooms, and restrooms in the school office

### Cafeteria and Custodial Team

Elena Cisneros – Satellite Kitchen Lead

Jason Munier - Day Custodian

Mike Lopez – Evening Custodian

### Cafeteria and Custodial Team will:

1. Shut off utilities after necessity is determined
2. Lock or unlock gates to provide egress for emergency services
3. Set up tables and chairs at the command center, first aid station, and the parent communication center
4. Determine resources that are available for immediate school use:
5. Water, food, power, radio, telephone and sanitary conditions
6. Report extent of damage to the command center

### Equipment:

1. Tools and toolbox
2. Emergency organization plan
3. School maps
4. Cooking and serving utensils
5. Two-way radios

## Parent Communications Team

Maria Mullaney – School Office Manager

Parent communication team will:

1. Set up the parent communication center
2. Display “Parent Communication Center” signs
3. Verify parent/guardian identification on emergency student release cards or the Family Emergency Plan Checklist prior to releasing students
4. Maintain emergency release log of all students released from campus
5. Check off, from the school roster, the names of all students released from campus

Equipment:

- Emergency student release cards
- Class roster
- Emergency release log
- Student support team release notes
- Parent communication sign
- Two-way radio
- Keys
- Clipboard
- Pencil/Pens

Location of the Parent communication center:

- Adjacent to the command center

## Support Personnel

### School Resource Officer

The School Resource Officer (SRO) is the sworn member of the La Habra Police Department (LHPD) assigned to deal with Law Enforcement related activity involving any actions in which students of La Habra City School District (LHCSD) are suspects, witnesses or victims or crimes in which the District is the victim.

In addition, the SRO will:

- Serve as a member of the Student Attendance Review Board
- Act as a liaison between the LHCSD and the LHPD
- Provide referrals as needed
- Notify school administration when law enforcement activity off campus has repercussions that affect the school
- Assist in the investigation of ongoing crimes involving LHCSD students, which requires their contact during school hours

### School Counselor

The LHCSD School Counselor provides all learners access to a developmentally appropriate and comprehensive guidance counseling program focused on academic success, personal and social development, and career and college guidance. Typical duties of the school counselor include:

- Guide individuals and groups of learners through the development of communication, problem-solving, decision-making, social/emotional learning, and conflict resolution skills
- Assist teachers and provide leadership on tiered interventions related to emotional, social, and personal development of students
- Provide prevention and intervention services for learners such as social skills development, social-emotional learning, and conflict resolution and crisis intervention
- Consult and collaborate with District specialists such as school psychologists, community liaisons, and school nurses to provide families with information on community-based resources
- Participate in the School/District crisis team

## Preparing for an Emergency and Site Maps

### Before an Emergency

It is important for the school to be surveyed with evacuation in mind. This includes identifying potential hazards both inside and outside:

#### Inside

- Suspended ceilings, hanging light fixtures
- Large windows not protected against shattering
- Bookcases, cabinets, computers, TV's, VCR's and projectors
- Storage areas with cleansers, paint or hazardous materials

#### Outside

- Places where the natural gas supply, water, sewer or electrical grids cross the site
- Power lines and electric shock hazards such as fences and metal buildings
- Areas near buildings and covered walkways where debris, roof tiles or glass may fall
- Routes past concrete walls
- Trees

### Additional Preparation

- Designate evacuation routes without overhead hazards and other types of hazards
- The needs of students with disabilities should be considered when planning an evacuation
- Assembly areas should be as close to the evacuated facility as safe
- Establish alternate routes to the designated assembly areas
- As staff plans their evacuation routes, always make sure they know what they want to do and where they want to go
- School emergency plans should be reassessed after every emergency and modified as needed
- Necessary changes are to be reported to the administrator
- Staff will be trained to implement the plan
- Exercises will be conducted monthly each school year
- Alternate routes and methods will be practiced
- Substitutes, temporary faculty, and staff should review these emergency response guides before beginning class or work

- Employees are to be prepared to receive students who may be evacuated from another school
- Identify those employees responsible for securing student medicine and emergency cards

#### Emergency Two-Way Radio Communications

The District's two-way radios are assigned to each school site. Channel 1 is for emergency use only. In the case of an emergency, when landlines and cell phone communications have been interrupted, all communication over the two-way radios shall be limited to that of an emergency nature.

All administrators are to practice using their two-way radio during drills.

#### Use of Two-Way Radio Communications

During a District-wide drill or a real emergency, all sites shall use the Emergency Channel to communicate with the District Emergency Operations Center (EOC). No one shall proceed with transmission before they identify themselves and their location (i.e., site) prior to transmitting a message.

When applicable, the school site administrator in possession of the digital hand-held radio should turn it on as soon as possible during or following an emergency that has affected the landlines and cell phone communications with the District Office.

If an emergency occurs, which has only affected your school and you have lost landlines and cell phone communications with the District Office, turn on your District digital two-way radio, identify yourself and your site location, wait for an acknowledgment and proceed with your transmission.

Following a natural disaster, such as an earthquake, the school site administrator should not attempt to transmit a message until the District EOC center begins the roll call unless there is a life-threatening injury or situation.

The roll call is as follows:

When the District EOC Incident Commander says, "Beginning roll call," the school site administrator should prepare to identify himself/herself and give an assessment of injuries and/or damage to the site.

### Evacuation Should Never Be Automatic

There may be more danger outside than inside. There may be no safe assembly areas outside. There may be no clear routes to get outside.

Teachers are to survey their classroom to see if it is safe to stay inside. It may be safer inside the classroom, even in the dark, than outside in danger. Before a decision is made to vacate a classroom or school, it must be determined if there is a safe route and a safe place to assemble the students.

### Administrators

- When an emergency occurs, assess the situation and notify the School Resource Officer and Superintendents' Office
- Determine what is going on outside and inside the site
- Evaluate the short and long-term effects
- If needed, call 911 and request assistance
- Decide whether to keep students and staff in place or to evacuate all or part of the student body
- Contact teachers and staff to inform them of the situation
- Initiate initial response actions
- Mobilize your emergency management organization
- Determine the safest course of action
- Establish preferred routes and where to place the assembly area
- Formulate an incident response plan
- Communicate your directions to faculty, staff, and students by telephone, two-way radio, PA system, intercom or runners
- Notify District Public Information Officer (PIO).
- Follow up to see that your instructions were carried out as intended
- As needed, modify your plan to meet new needs or contingencies
- Keep the District informed of your status and needs

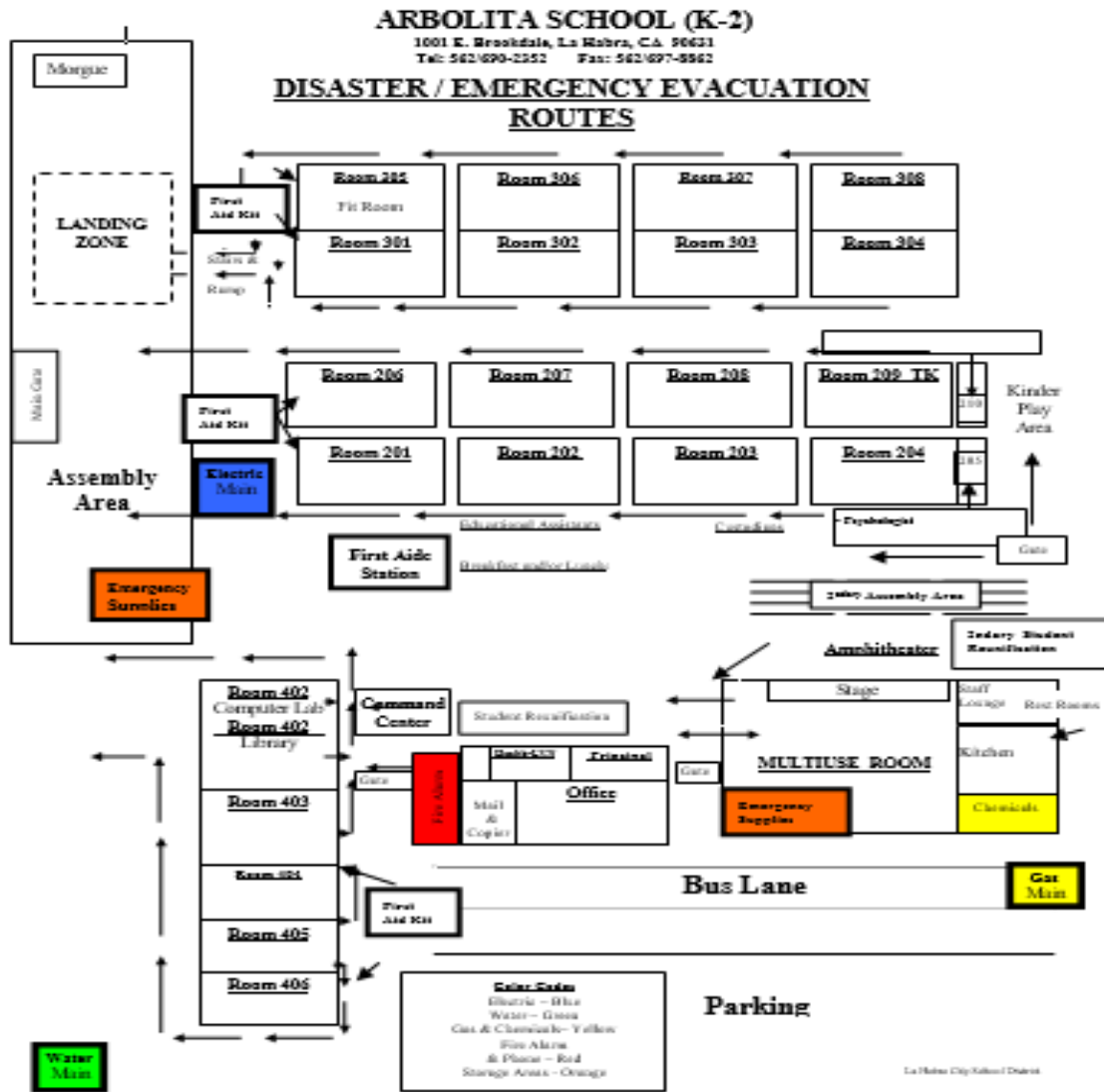
### Faculty/Staff

- When an emergency occurs: **DO NOT** automatically move students into the corridor or outside the building
- Evaluate the situation and inspect the area for hazards and dangers
- If a long period of time has elapsed and you have received no instructions, you will need to decide whether to remain or to evacuate
- If you need to move, determine the safest way to move your students and decide where you are going before you depart

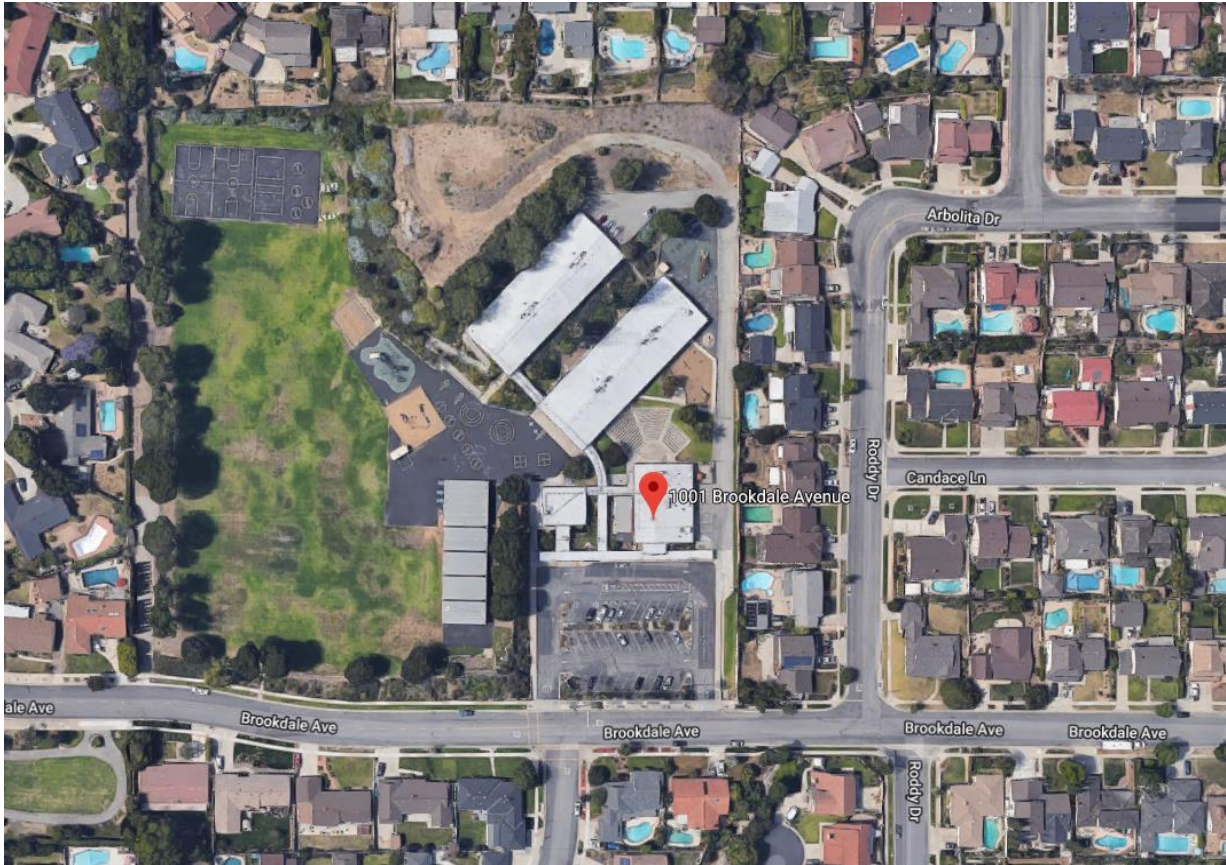
- Account for your students before you leave the classroom and after you arrive at your safe site
- Take your roll sheet
- Once you get to the assembly area, communicate your whereabouts to the Superintendent's Office



Site Map – Evacuation Plan



Safe Ingress and Egress to School



## Site Evacuation

If the administrator in charge decides that imminent danger to life exists, he/she may order an evacuation. Evacuation will be made in accordance with the site evacuation plan. Take your two-way radio with you to communicate your progress/problems with the Emergency Operations Center.

Students who are capable of walking will stay on the sidewalks and proceed to the next designated alternate site. The primary assembly area will be:

McDonald's Parking Lot – 801 E. Whittier, CA 90631

The secondary assembly area will be:

Stater Brother's Market Parking Lot – 851 N. Harbor Blvd. CA 90631

- To evacuate by bus, the administrator in charge is to contact the Emergency Operations Center who will contact the transportation provider to arrange to have busses dispatched to the site for student/staff pick up
- Busses will drop off students at the nearest alternate site
- The assembly area will be the field area
- The EOC will contact the Superintendent and the Emergency Services Coordinator advising them of the status (number of student/staff and others to be transported)
- Students will be released only to individuals listed on the emergency card
- Notification must be left at the school site indicating the address where students have been relocated
- The administrator in charge will direct all further action

## Off-Campus Emergency Evacuation Sites:

- Plan A: McDonald's Parking Lot
- Plan B: Stater Brothers' Parking Lot

## On-Site Assembly Area

Primary/Short Term: **Upper Field – West of portables – if unsafe – parking lot –  
in front of school**

Secondary /Long Term: **Upper Field – West of portables – long term – portables if safe**

- Take roll count of students and report findings to the administrator in charge
- Assess medical needs
- Request assistance as needed
- The Maintenance Department will act as the Emergency Operations Center (EOC) for the District. The District EOC will have the ability to contact and request assistance from the City. Requests for additional assistance will be made through the City's EOC to the county operations area.
- The School District EOC, after the emergency, will begin contacting all schools in alphabetical order starting with elementary schools to ascertain damage assessment and needs requirements. If an emergency exists at your site, feel free to break in and communicate your needs. (Use Emergency Channel 1).
- If the District cannot dispatch help, then the City EOC will be contacted to request assistance/aid.
- When the La Habra Police Department responds and sets up a command post, the Principal or their designee shall partner with the officer and respond to the command post.
- Provide medical care
- Provide for mass care needs (i.e., food, water, shelter, sanitation)
- Do not light fires or touch fallen wires
- Be alert for instruction from the administrator in charge
- Do not attempt to enter a building until it has been declared safe by an authorized official
- During a major emergency incident, students will only be released to the parent, guardian or the adult specified on the emergency card\*

\*There shall be no exceptions to the policy. Students who are not picked up by their parents may be transported to another shelter. Emergency response personnel may not arrive at school for several hours. It will be the school's responsibility to care for students and staff.

## Emergency Response Plans

### Armed Assault on Campus

An armed assault on campus involves one or more individuals who attempt to take hostages or cause physical harm to students or staff. Such incidents may involve a sniper, an intruder, gang warfare, civil unrest, hostage situation, or police activity such as a stakeout or vehicle pursuit.

Initiate warning system to alert staff:

1. The Principal/Designee will call 911, and then notify the Superintendent's Office
2. The extent of the emergency will dictate the course of action needed. The Principal or their designee will take appropriate action to assure that students and staff, if outdoors, return to and remain inside the buildings. All outside doors should be locked
3. Upon return to buildings, teachers will initiate roll call
4. Staff should take steps to calm and control students in all areas of assembly or shelter
5. Students and staff will remain indoors with lights off and keeping away from all windows until law enforcement confirms that the emergency no longer exists

**Armed Student(s) – Possession Only**

Any staff member must report to the school administration if a student is suspected of having a weapon on campus.

- DO NOT approach the student
- Stay calm
- In the safest manner possible, contact the administrator
- DO NOT attempt to retrieve the firearm
- DO NOT restrain or discipline the student

When an administrator or law enforcement arrives, discuss the following:

- Room number
- The name of the student
- The exact location of the student in the classroom
- Type of weapon suspected
- Location of the weapon
- Number of students in the classroom
- Demeanor of the student and any other useful information

If the student brandishes the weapon, see “Hostage Situation Procedure.”

### Animal Disturbance

This procedure should be implemented when the presence of a dog, skunk, coyote, mountain lion, snake or any other animal threatens the safety of students and staff.

Principal or their designee will notify the School Resource Officer or call 911 as the circumstances would dictate.

The Principal or their designee will initiate the appropriate actions, which include LOCKDOWN or EVACUATION from the affected area.

Upon discovery of an animal, staff members will attempt to isolate the animal from students. If the animal is outside, students will be kept inside. If the animal gets inside, then the students will remain outside. It is suggested closing doors or locking gates as a means to isolate the animal.

The La Habra Police Department's Animal Services Division should be notified in a timely manner.

## Biological/Chemical Release

## Inside the classroom:

- Faculty/Staff will inform the principal
- Evacuate the building in a safe manner upwind of the affected area
- The Principal will have security/utilities team isolate and restrict the area
- Faculty/Staff will turn off local fans, close windows, shut down building's air handling system
- Faculty/Staff will check for any students having any contact with hazardous substance/s

## Outside the classroom and localized:

- The Principal will direct staff to remove students from the affected area and proceed upwind of area
- The Principal will call 911
- Securities/Utilities team will isolate and restrict affected area Faculty/Staff will turn off local fans, close windows, shut down building's air handling system
- Faculty/Staff will check for any students having any contact with a hazardous substance
- The Principal will notify the Superintendent's Office

## Surrounding Community:

- The Principal will be informed or will determine if a potentially toxic substance has been released into the atmosphere
- The Principal will initiate an evacuation or lockdown if necessary
- Securities/Utilities team will turn off all local fans, shut down building air handling system, lock doors and windows, seal gaps under windows with wet towels or duct tape, seal vents and turn off sources of ignition as practical
- All students located outdoors will be directed to proceed immediately to nearby classrooms or buildings
- The school will remain in lockdown mode until an appropriate agency provides the clearance
- The Principal will notify the Superintendent's Office



## Bomb Threat

Any person receiving a telephoned bomb threat should:

- Keep the caller on the line as long as possible.
- Alert the administration in an appropriate manner.
- Try to determine the age and sex of the caller.
- DO NOT take any chances and contact the school administrator for every threat.
- Leave environment where the bomb is supposed to be as is (i.e., if the door is open, leave open; if lights are on, etc.)
- When directed to do so, evacuate all students and staff from threatened area or buildings.
- Do not remove anything from the classroom and instruct students to leave all backpacks behind.
- If a device is located or observed DO NOT TOUCH IT or MOVE IT.
- Evacuate and wait for further instruction.
- Expect the police department to ask the staff if they had seen anything out of the ordinary.
- School personnel should not search for the device or enter the area.

### Demonstration/Walkout

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

- Faculty/Staff will notify school administration immediately.
- The Principal will call 911.
- School administration will initiate appropriate response action, which may include a LOCKDOWN.
- School administration will notify the Superintendent's Office.
- School security will immediately proceed to the front of the school and control the campus.
- School administration will designate staff to accompany students going off campus for supervision and to notify law enforcement.
- Students not participating in the unlawful demonstration will remain in the classroom.
- Teachers will close and lock doors; all staff will close window coverings.
- School administration will notify parents of the incident as appropriate.

## Disorderly Conduct

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

**THE GOAL IS TO CALM AND CONTROL THE SITUATION AND ATTEMPT TO ISOLATE THE PERPETRATOR FROM OTHER STAFF AND STUDENTS TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.**

- The Principal will notify the School Resource Officer or call 911 as the circumstances dictate.
- The Principal will initiate appropriate immediate response actions, LOCKDOWN or EVACUATION.
- The Principal will assign a staff member to meet police and escort them to the location of the disturbance.
- The Principal will contact the Superintendent's Office as soon as practical.
- Classes should remain in session until law enforcement determines the situation is under control.
- If the perpetrator is a student, police will decide if or when to contact family.
- School personnel at the scene of the disturbance:
- Clear bystanders and encourage students to "go about their business" and not get involved.
- Intervene to defuse the situation to the extent possible without threatening your own or staff safety

## Earthquake

### If inside a building:

1. Implement “DROP, COVER, HOLD ON” and do not face the windows
2. Take precautions against falling objects
3. Get beneath a desk, table or bench and assume Drop, Cover and Hold position (kneeling with hands on head)
4. If cover is unavailable, get against an inside doorway or crouch against wall and cover head
5. Stay away from outside walls and area where there are large panels of glass or heavy suspended light fixtures
6. After the earthquake is over and the ground has stopped shaking, evacuate to the assembly area via designated evacuation route. (Beware of fallen objects, electrical wires, etc.)
7. Implement “buddy system” to handle any injuries (i.e., one teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes)
8. Take roll at assembly area, report information to assembly captains, and report to duty stations

### If outside:

1. Implement “DROP, COVER, HOLD ON”
2. After the earthquake is over and the ground has stopped shaking, evacuate to the assembly area. (Beware of fallen objects, electrical wires, etc.)
3. Take roll at assembly area, report information to assembly captains and report to duty stations

### Materials Needed for Evacuation:

1. Emergency Folder
  - a. Emergency procedures
  - b. Evacuation map
  - c. Class rosters
  - d. Classroom attendance count
  - e. Notepad and pencil
2. First Aid Kit

### Explosion/Risk of Explosion

In the event of an explosion or risk of an explosion, such as those caused by leaking natural/LP gas or other causes, the following actions will be needed:

1. Faculty/Staff will give the command to “Drop-Take Cover.”
2. Site Administrator will call 911
3. If the explosion occurred within a building or threatens a building, the staff should immediately implement action to evacuate the building
4. Sound the fire alarm
5. Move to an area of safety as far away from the hazard as possible and maintain control of students
6. Render first aid as necessary
7. Use a fire extinguisher if appropriate (Note: Staff should be aware of locations and proper use of fire extinguishers)
8. Take roll
9. The administrator will direct further action as required
10. Students and staff should not return to the school until the Fire Department Officials and Law Enforcement declare the area safe
11. The Administrator will assess the situation and call the District Office Disaster Preparedness Coordinator as soon as practical
12. Students/staff will evacuate buildings in a direction away from the threat of explosion and move to a location upwind and as far away from the site as possible
13. Take roll again

The site administrator will direct further action as necessary

## Fight/Large Group Disturbance/Riot

THE GOAL IN THIS SITUATION IS TO PREVENT ESCALATION AND CONTAIN THE AREA TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

## School Personnel:

- Notify the School Resource Officer
- The principal/designee will call 911
- The principal/designee will meet police and escort them to the location of the disturbance
- School personnel should contact school security immediately
- Faculty/Staff will hold classes, if in session until law enforcement determines the situation is under control
- Clear bystanders and encourage students to “go about their business” and not get involved
- Intervene to defuse the situation to the extent possible without threatening your safety or the safety of your staff
- The administrator will inform the Superintendents’ Office as soon as possible

### Fire on School Grounds

If a fire starts anywhere on the school campus:

1. The person discovering a fire or smoky area within the school perimeter will contact the office immediately
2. The principal or designee will sound the fire alarm immediately. In the case of electrical failure, the principal or designee will disperse a team to make the fire announcement.
3. Students and staff will evacuate the building in accordance with the fire evacuation route posted in each room
4. Teachers must take emergency folder and first aid kit when evacuating
5. Turn off lights and overheads when leaving room
6. Close all doors upon exiting room or building
7. Implement “Buddy System” to handle any injuries (teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes)
8. Use emergency folder contents to:
9. Take roll.
10. Complete attendance count form.
11. Send attendance count form to assembly captains.
12. Report to duty stations.
13. The administrator will inform the Superintendents’ Office as soon as possible.

### **Dispatch Numbers:**

La Habra City Police Department - (562) 383-4300

Los Angeles County Fire Department - (562) 868-0411

Dial 911 in case of an emergency

### Fire in Surrounding Area

This procedure addresses the situation when a fire is discovered in an area adjoining the school. Decisions should be made based on the size and location of the fire, proximity to the school and how likely the fire will affect the school.

1. Principal/Designee will initiate appropriate response action, lockdown, evacuation or off-site evacuation.
2. Principal/Designee will notify police – 911
3. If Evacuation:
4. Students and staff will evacuate the building in accordance with the fire evacuation route posted in each room.
5. Teachers must take emergency folder and first aid kit when evacuating.
6. Turn off lights and overhead projectors when leaving the room.
7. Close all doors upon exiting room or building.
8. Implement “Buddy System” to handle any injuries (teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes).
9. Take roll at the assembly area, report information to assembly captains, and report to duty stations.
10. The administrator will inform the Superintendents’ Office as soon as possible.

### Air Quality

If the air quality is poor due to smoke, dust or ash particles in the air, then the principal or site administrator may decide to limit physical activity for the period of poor air quality.



## Flooding

This procedure applies whenever stormwater or other sources of water intrude or threaten to intrude school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare.

Alternatively, flooding may also occur without warning as a result of damage to water distribution systems.

- The principal or designee will initiate appropriate immediate response actions;
- LOCKDOWN, EVACUATE, or OFF-SITE EVACUATION
- The principal or designee will notify 911
- Principal or designee will notify the Superintendent's Office

### Food or Water Contamination

This procedure should be followed if site personnel suspect contamination of either food or water. It 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 or water contamination.

Indicators may include unusual odor, color, taste, or multiple employees experiencing nausea, vomiting or other illness.

The principal or their designee will:

- Isolate suspected contaminated food/water and restrict access to the area
- Notify 911
- Notify the Superintendent's Office
- Will cooperate with the Orange County Public Health Department
- Notify parents of affected students

The Faculty will:

- Make a list of all potentially affected students and staff
- Make a log of symptoms, the suspicious food/water, quality and character of products

Medical first responders will assess the need for medical aid.

## Hostage Situation

Remember Time is on your side!

If the entire classroom is taken hostage:

### Do

- Stay calm
- Obey suspect's commands
- Be passive
- Try to calm suspect and listen to complaints or demands
- Keep students calm and don't allow them to agitate the suspect
- Ask permission of suspect at all times

### Don't

- Try to be a hero
- Challenge the hostage taker
- Confront the hostage taker
- Argue or fight
- Use words "hostage, captive or negotiate"

KEEP ALL RADIOS, TV'S AND COMPUTERS TURNED OFF. If possible and without increasing risk to you, minimize any possibility that the suspect can hear or see NEWS REPORTS.

Be calm and patient and wait for help. Keep in mind the average hostage incident lasts approximately six to eight hours.

TIME IS ON YOUR SIDE!

### Intruder(s) on Campus

A campus intruder is anyone who loiters or creates disturbances on school property.

#### Daily routine:

- It is important to maintain a closed campus requiring all visitors to register at the office
- Visitors must receive a badge that identifies them as having registered
- Staff must address ALL individuals found on campus who have not obtained the appropriate visitor badge, as safety permits, and direct them to the school office

#### In the case of a disturbance:

- Staff should contact the school office and give the location of the suspected intruder
- Depending upon the circumstances, lockdown procedures may be implemented
- Wait for instruction from the administrator
- During the lockdown, if you see the intruder, contact the office and give the location immediately
- The principal or the school administrator will call 911 if required
- After the lockdown, take roll and notify school administration of any missing students
- Limit phone and radio traffic to emergency use
- The administrator will notify the Superintendent's Office if needed
- Remain on lockdown mode until released by law enforcement

## Site Initiated Lockdown

Public Address notification: ***This is a lockdown; this is not a drill.***

If INSIDE a building:

1. Lock your door immediately upon notification of lockdown.
2. DO NOT LET ANYONE IN YOUR ROOM AFTER YOU HAVE LOCKED THE DOOR.
3. Close drapes, blinds or other window coverings that may exist.
4. Direct students to sit on the floor, as low as possible being as quiet as possible.
5. Take roll and make a list of missing students.
6. Remain inside of classroom or building and DO NOT let anyone out until an administrator has given an all-clear announcement

If OUTSIDE a building:

1. Immediately report to your room bringing all students in the area into your room even if the student is not on your roll.
2. LOCK YOUR DOOR IMMEDIATELY UPON NOTIFICATION OF LOCKDOWN.
3. DO NOT LET ANYONE IN YOUR ROOM AFTER YOU HAVE LOCKED THE DOOR.
4. Close drapes, blinds or other window coverings that may exist.
5. Direct students to sit on the floor, as low as possible being as quiet as possible.
6. Take roll and make a list of missing students.
7. Remain inside of classroom or building and DO NOT let anyone out until an administrator has given an all-clear announcement

Students and staff caught outside during a lockdown:

1. Individuals who are found outside of a secure building during a lockdown should look for an open room.
2. If you become aware of staff or student locked outside of classrooms inform the office immediately.
3. In the event that a secure classroom cannot be located, students should seek cover in a restroom.

## La Habra Police Department Initiated Lockdown

The La Habra Police Department is charged with ensuring public safety in a manner that facilitates a swift and positive resolution while minimizing the impact on the community and affected schools. In an effort to ensure a proper response to incidents that can potentially impact schools within the city, the La Habra Police Department is working with other local law enforcement agencies and schools to establish a uniform response plan. As such, a 3-level lockdown procedure has been established in order to ensure the safety of students and staff, as well as ensuring that there is minimal (yet still safe) impact on the learning environment.

### Notification procedures:

Nothing in this procedure is intended to limit the school's ability to implement a lockdown on their own. However, in instances where the police department is requesting the school implement a Level 1, 2, or 3 lockdowns, the La Habra Police Department personnel will notify the school's principal (or their designee) via telephone. That notification may be requested by the Incident Commander (Field Supervisor or their designee) or the School Resource Officer and will typically be made by communications (Dispatch) personnel.

### Levels of a lockdown:

This procedure involves three (3) different levels, based on the severity of the incident, taking into account the following information:

- Nature of the incident at hand
- Nature of any suspect(s) involved (including known criminal history, crime alleged, weapons, gang affiliation, threats made, etc.)
- Proximity to the affected school

*In any of the lockdown levels, it is imperative that school staff follow all campus safety protocols (which should be known and familiar to them via their administrations). Regular practice drills are strongly suggested. Staff should also be reminded to maintain a calm, yet assertive demeanor, as this greatly influences the students' response to the direction they receive.*

*It is critical that staff members be adaptable to take the necessary means (using their training, knowledge of policies, and common sense) to safely resolve a situation at hand.*

**LEVEL 1:    “ALERT” - (Yellow)**

Level 1 lockdowns will result in the affected school securing its perimeter gates, if applicable, and restricting access on and off campus. This is the least restrictive level in terms of impact to the affected school site. In most instances, students will not be aware of an “ALERT” status, as classes will continue as normal. Campus supervisors and administrators should take steps to have a visual presence on campus to ensure the safety of their school.

Example: The police department would notify the affected school that they are conducting police activity (i.e., search/arrest warrant, or some other police activity) in the general vicinity of the school, but they do not expect it to affect school operations

**LEVEL 2:    “CAUTION” - (Orange)**

Level 2 lockdowns are more restrictive and will result in students being kept inside classrooms, with unsupervised movement on campus prohibited. School staff will conduct thorough site patrols to ensure all students are in a classroom.

- Example: A police pursuit terminated near the affected school and police are searching the general area for the suspect; there is no additional information to believe that the suspect is armed or dangerous
- Example: This level of lockdown is typically used for instances in which there is police activity near the school, but generally not directly affecting the campus
- A student who is not in a classroom (i.e., in a hallway, quad area, etc.) at the time the level 2 lockdown is implemented should be directed to the nearest classroom and accounted for by staff
- Once safely inside and accounted for, the student can then be escorted by staff back to ensure safe arrival to his/her designated class/teacher
- Supervised student movement can be allowed in cases of need (i.e., bathroom necessities), but should be conducted on a case-by-case need and assessment
- Generally, classroom instruction should continue as usual
- In summary, a Level 2 lockdown allows for the continuance of normal “inside classroom” activities; however, unsupervised student movement on the campus should not occur
- Any outdoor activities (i.e., PE classes, should be directed into a structure, such as the gym or classroom) until the level 2 lockdown is lifted

LEVEL 3: “EMERGENCY” - (Red)

Level 3 lockdowns will be initiated when the incident poses a significant threat to the safety of the students at the affected school site and will result in the most substantial steps being taken by the school and the police department to maximize the safety of students and staff. In the event of a Level 3 lockdown, all student and staff movement should cease, and staff should ensure that students shelter in place and that the school’s lockdown measures are implemented:

- Students should take positions of safety within classrooms
- All known students shall immediately be brought into the nearest classroom and accounted for
- Lock and secure classroom doors and remain inside
- Close any shades, drapes or blinds and keep students away from windows
- Keep students calm and quiet (**your demeanor has a direct impact on student demeanor**)
- Turn off lights and cover windows, if possible
- Have students sit on the floor or remain under desks and tables
- For rooms that have doors that open inward, consider placing furniture in front of doors to block access
- Remember lessons from “RUN, HIDE, FIGHT” philosophy (if this training was provided to you)
- MENTALLY PREPARE YOURSELF TO TAKE NECESSARY ACTION – should the situation call for it
- Take roll and notify the office of any students from other classrooms
- Follow specific campus safety protocols
- Wait for further instructions from school administrators

Example: This level of lockdown will be used for the most severe types of incidents where it is believed that there is an imminent threat to students and staff. Examples would include an active shooter, armed intruder on campus, or other incident that necessitates the immediate lockdown of the school site.



#### Deployment of officers to affected schools:

In the event of a Level 2 or Level 3 lockdown, and depending upon available officers, the La Habra Police Department will make every effort to have a School Resource Officer (SRO), or other designated officer, respond to the campus to meet with school administrators, ensure the safety of students, and facilitate the orderly operation of the lockdown from initiation to conclusion. The responsibilities of the assigned officer include but are not limited to:

- Direct interaction with the principal or designated staff member
- Direct communication with the Incident Commander
- Relaying critical information which directly impacts the school
- Planning and coordination of school evacuations, if necessary
- Planning and coordination of dismissal of students to parents/guardians
- Traffic staging and management (i.e., parents, buses, etc.)
- Notification of principal or designee upon resolution of the incident
- Contingency planning with school staff in the event that the incident escalates, is prolonged, or directly involves the campus
- Determination of the need for additional resources (i.e., additional officers, SWAT, medical, bomb squad, etc.) and requests through the Incident Commander

#### Communications center responsibilities:

In the event of a lockdown, police department personnel shall notify the affected school as soon as possible and advise them of the lockdown level. In the event of a Level 2 or 3 lockdowns, communications personnel will make every attempt, based on available resources, to have an officer deployed to the affected school, with School Resource Officers (SRO's) being the preferred option.

#### Determination of need for lockdown:

The determination for the need to institute a school lockdown in most cases will be the responsibility of the Incident Commander or highest ranking officer on scene (generally the Field Sergeant or Corporal) but can be made by any officer who believes that current circumstances dictate the need for such lockdown. In the event that a school lockdown becomes necessary, the affected school(s) should be notified as soon as possible via telephone to the school office. This notification should be made through the police department's communication center. The caller should obtain and provide the following information when feasible:

- Name of the school staff member being contacted
- Advise the school of the necessary lockdown and level
- Provide basic information regarding the need for the lockdown (including police activity, if possible)
- Estimated duration, if that can be forecasted
- Obtain the name of the school's point of contact, in the event an officer needs to respond (this should include contact numbers, including cell phone number and is typically the principal)
- Provide a number for the school to call back (in a Level 3 lockdown, Dispatch may be too busy to field additional calls and consideration may be given to using desk personnel, or other personnel as decided upon by the Watch Commander or his/her designee)

#### Notification of affected police department personnel:

A school lockdown has the potential to impact operations of the entire affected school district, as well as the police department and other city services. For this reason, it is essential that proper notification is made to affected personnel. Typically, notifications will be made by the on-duty Watch Commander, but may be made by the Communications Bureau in the event that the Watch Commander is unavailable or at his/her request:

- Field personnel should notify (or have Dispatch notify) the Watch Commander should a school lockdown be implemented
- The Watch Commander or his/her designee should notify the Chief of Police and Command Staff regarding school lockdowns
- The Chief of Police (or his designee) will be responsible for making notifications to the affected school district's superintendent
- The Chief of Police (or his designee) will be responsible for making any department level notifications (City Manager, City Council, etc.)
- The Watch Commander or Dispatch should notify the department's Public Information Officer (PIO) who will coordinate with the school district's PIO

Notification of affected school district personnel:

Schools should establish protocols for making necessary notifications in the event of a school lockdown. These notifications take into account the need to notify the following:

- School district personnel
- School administrators and faculty
- Students
- Parents of students

School district personnel:

Because a school lockdown has the potential to create widespread concern within the community, it is essential that administrators of the affected school have a plan in place to notify their respective school district offices. School districts should establish notification guidelines and responsibilities as necessary to accomplish this task.

School administrators and school personnel:

Schools should ensure that in the event of a lockdown, they have procedures in place to make necessary notifications to all administrators, as well as affected staff members, in order to ensure a safe environment for all involved:

- Schools may consider utilizing public address systems to make notifications (keep in mind that if you announce a lockdown over a PA system, you may cause unnecessary alarm for students)
- During Level 2 or 3 lockdowns, the school office, including the attendance office will be inundated with phone calls and may want to consider utilizing computers (mass emailing updates to staff) in lieu of telephones
- During Level 2 or 3 lockdowns, student accountability is important and schools are encouraged to develop a plan by which staff can utilize computers to notify the attendance office of any additional students that may have sought shelter in their classrooms (this frees up telephone communication for emergency calls and provides an electronic copy of attendance records, which is important because, during chaotic situations, information may not get relayed accurately over the telephone)

Important Note:

Schools may want to consider a secondary location for operations, in the event that the school office becomes inaccessible. That secondary location should have the necessary equipment, including computers, phones, contact information, and phone numbers.

Students:

Schools should rehearse lockdown drills with their students to ensure that in the event of an actual lockdown, students understand the procedures. Additionally, since it has been proven that students will inevitably use cellular devices to communicate with parents and friends about the events occurring, it is suggested that schools use this effective device to their advantage by encouraging students to notify their parents that they are “OK” and providing updated information to parents about evacuations and student pick up areas.

By encouraging students to text their parents with updated information, schools have a better chance of reducing potential panic by controlling or dictating the message being disseminated.

Consideration should be given to having the responsible staff member (teacher) orchestrate a text from their students to the parents. For example:

The teacher can instruct his/her class: “Students, get out your cell phones and, together, we are going to put them on the ‘silent function.’ Now, I want you to type the following message to your parents, ‘Mom/Dad...I AM OK and SAFE, but the school is in lockdown. Do not respond to the school. They will not let you in until it is done. I AM OK. Either I or the SCHOOL will let you know when it is over.’”

Parents:

In the event of a school lockdown, parents will be understandably upset and concerned about the safety of their students. This leads to a potentially overwhelming burden on office personnel tasked with monitoring telephones. In order to reduce this burden, schools should develop or incorporate a method of electronic or cellular notification to parents. Commonly known as a “reverse phone system,” schools can send out mass phone messages, texts or emails, alerting parents to the fact that there is a lockdown in place and provide updates. Consideration should be given to send similar language as cited in the previous section concerning students sending texts.

Some school districts and cities utilize social media, such as Twitter and Facebook, as an additional means of providing information in times of crisis. Whichever method schools choose, certain basic information should be provided in a timely manner and schools should designate several staff members to be responsible for the dissemination of this information:

- School(s) that are affected
- Alternate pick-up sites for parents to respond in order to retrieve their student(s)
- Timely updates regarding the school lockdown
- Reassuring parents that their students are safe and giving updates as necessary

Important Note:

The school should designate a staff member with the responsibility for disseminating information. The Administrator or designee needs to approve the released information. This ensures that the most accurate and up-to-date information is being released and does not jeopardize safety or

facility security, or create additional burdens for the school or law enforcement. Schools may want to consider creating a form for such releases, which include the message, signature of the person authorizing the release, and the time and methods in which the message was disseminated.

### Loss or Failure of Utilities

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

- If water or an electrical line is broken, an effort should be made to turn off the water or power to the affected area and notify the school administrator immediately
- Upon notice of loss of utilities, the school administrator will initiate appropriate immediate response actions, which may include LOCKDOWN or EVACUATE BUILDING(S)
- The school administrator will notify the Maintenance and Operations Department and will provide the location and nature of the emergency
- The school administrator will notify the superintendent of the loss of utility service
- If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion

### Motor Vehicle Crash

If an accident, such as a motor vehicle collision occurs on or near campus, or if a student or staff member is seriously injured on campus:

- Principal or designee will call 911
- Principal or designee will contact the school office to report the incident and any persons injured or trapped
- If NO buildings are in immediate danger, staff will instruct students to stay in their classrooms
- If buildings are damaged, staff will evacuate everyone from the building as appropriate
- Employees will maintain control of students and take roll
- If evacuated, wait for instructions from the administrator

### Plane Crash

If an accident, such as a plane crash happens on or near campus, or if a student or staff member is seriously injured on campus:

- Principal or designee will contact the school office to report the incident and any persons injured or trapped
- If NO buildings are in immediate danger, staff will instruct students to stay in their classrooms
- If buildings are damaged, staff will evacuate all students and staff from the building as appropriate
- Employees will maintain control of students and take roll
- If evacuated, wait for instructions from the administrator

### Helicopter Landing

On occasions, law enforcement or an air ambulance is required to land on a school campus. In the event that a school is to be used as a landing zone in an emergency the principal or designee should:

- Contact the School Resource Officer to assist in the coordination of events between law enforcement and the school office
- Notify all staff of the pending landing
- Initiate a “Lockdown” restricting all students to their classrooms, canceling or postponing lunch and/or recess until the helicopter has departed from the campus
- Notify the District Office and keep them updated on the circumstances

## Severe Heat Advisory

In cases of an extreme temperature advisory, the following guidelines should be followed:

- Outdoor activities by students and staff shall be modified to prevent heat stroke or heat exhaustion during hot weather.
- When temperatures are 80 to 90 degrees Fahrenheit, the following precautions **shall be taken**:
  - Allow unrestricted access to water.
  - Provide adequate time (at least ten minutes per hour) for rest and cooling.
  - Carefully watch those athletes/students with a tendency toward obesity and those with a history of heat-related illness, for signs of hyperthermia.
  - During periods of moderate to high humidity, avoid prolonged vigorous activity.
- When temperatures are 90 to 100° Fahrenheit, the following precautions shall be taken:
  - Avoid any prolonged vigorous activity, regardless of humidity level.
- When temperatures are above **100° Fahrenheit**, the following precautions **shall be taken**:
  - All vigorous outdoor activity is to be avoided.
  - Limit outdoor activities to short periods of time.
  - Allow unrestricted access to water, even indoors.
  - Carefully watch those athletes and students with a tendency toward obesity for signs of hyperthermia.
  - Students with a history of heat-related illness shall remain indoors.
  - Limit athletic practices to short, non-vigorous workouts.



## Psychological Trauma

Crisis management at LHCSD specifies action during and subsequent to any emergency that may have a psychological impact on students and staff such as an act of violence; death of a student or staff member; an earthquake or other natural disasters; or a serious environmental problem. Emergencies like those described above usually produce one or more of the following conditions:

- The school administrator will establish a Crisis Intervention Response Team (CIRT) which has primary responsibility for providing necessary assistance after all types of crises
- CIRT will assess the range of crisis intervention services needed during and following an emergency
- CIRT will provide direct intervention service
- CIRT will advise and assist the school administration to restore regular functions as efficiently and quickly as possible
- In performing their duties, CIRT members will limit exposure to scenes of trauma, injury, and death
- CIRT will provide ongoing assessment of needs and follow-up services as required
- CIRT should be provided areas away from the incident

## School Safety Practices, Policies, and Procedures

### Child Abuse Reporting

All employees of LHCSD are mandated reporters and are obligated to report any incidents of suspected child abuse to the appropriate agency.

**Child Abuse Reporting – Call 714-940-1000 or 800-207-4464 (24-hour hotline)**

In any investigation of suspected child abuse or neglect, all persons participating in the investigation of the case shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child victim.

### Bullying Prevention

The District believes every child is entitled to a safe school environment free from discrimination and bullying. Consistent with state and federal law, the District prohibits bullying and discrimination and provides a timely and effective complaint procedure for pupils who believe they have been the victim of bullying or discrimination.

The District also is mindful that, at times, behavior that is rude or insensitive may be constitutionally protected in the context of a public school environment. Such conduct can best be combated and prevented with effective strategies that involve pupils, parents and school employees in collaborative efforts to teach tolerance and ensure equal educational opportunities for all.

This policy applies to all of the District's students. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the La Habra City School District. (Educ. Code 234.1 (a).)

If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so. (Educ. Code 234.1(b)(1).)

### **Reports**

Any employee who has knowledge of discrimination, harassment, intimidation or bullying shall inform the site administrator of the concern as soon as possible.

The site administrator shall notify the District's Nondiscrimination Officer within 24 hours.

Students who have knowledge of discrimination, harassment, intimidation or bullying are encouraged to inform a teacher or school administrator as soon as possible.

Students and parents may make such complaints anonymously by calling the Nondiscrimination Officer at the number below. Anonymous reports must provide sufficient corroborating evidence to justify the commencement of an investigation.

Because of the inability of investigators to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated.

Formal complaints regarding violations of this policy shall be made pursuant to the district's Uniform Complaint Procedure, Board Policy/Administrative Regulation 1312.3.

The District's Nondiscrimination Officer is: Mario Carlos, Ed.D. – (562) 690-2302

## Dress Code

The following should NOT be worn at school:

- Hats, caps or head covering other than for religious or medical reasons
- Halter tops, low tops, tank tops, bare midriff tops (all tops must completely cover midriff)
- Cutoffs, extremely short skirts/shorts (underwear should be covered by clothing)
- Clothing with unpatched holes, tears, unhemmed bottoms or slit cuffs
- Clothing that advertises such substances such as alcohol, cigarettes, drugs or utilizes double play on words, obscenities, profanity, or is suggestive in any way or may be deemed offensive by anyone
- Open toe shoes or shoes without backs
- Clothing that depicts illegal actions such as spray painting or use of firearms
- Hairstyles or colors which distract students from learning or present a safety hazard, such as hair that has been colored in shades which are loud and distracting (i.e., purple, green, pink, etc.)
- Hair which has been cut to, or grown to, styles or lengths resulting in distraction or safety hazard (i.e., Mohawks, faux hawks), hair with shaved designs (i.e., symbols, words)
- Jewelry which poses a threat to the health and safety of students or which by its size or appearance is distracting in the learning environment (i.e., jewelry with sharp edges or which is so long or dangling as to pose a safety hazard)
- There is no visible “body piercing” allowed, and it is preferred boys do not wear earrings and all students K-6 not to wear make-up or artificial nails

### Additional Dress Standards:

The following attire is NOT to be worn at school:

- Insignias and logos of non-school sponsored organizations that may be associated with inappropriate activities
- Hooded sweatshirts and jackets must be worn with hoods down
- Belt buckles, jewelry, bandanas, stocking caps, hair nets, rags, gloves, biker wallets or other decorations with initials, inappropriate symbols or signs
- Any pants/shorts that are oversized and inappropriate for the wearer (all pants must fit and be worn at waist level)
- Tattoos may not be visible
- Any shirt with long sleeves which is dramatically oversized and inappropriate for the wearer, any oversized tee shirt, sweatshirt or polo shirt which has been modified with the addition of ironed-on creases or pleats on the front or back; net shirts
- Any clothing directly related to negative and/or inappropriate cultures

The Principal will handle decisions regarding the appropriateness of clothing. In the event there is a concern regarding clothes or appearance, parents may call the school or the school will contact the parents.

## Attendance/SARB Policy

Unexcused Absences	Excused Absences
<p>3<sup>rd</sup> unexcused/unverified/tardy</p> <p>Notify site administrator.</p> <p>Send 1<sup>st</sup> unexcused SARB letter to parents indicating student is truant.</p> <p>Send log to CWA monthly.</p>	<p>3<sup>rd</sup> excused absence</p> <p>Monitor absences and document how the absence was verified and why. Determine if a health issue exists.</p> <p>Monitor patterns: Monday/Friday or certain days.</p>
<p>6<sup>th</sup> unexcused/unverified/tardy</p> <p>Notify site administrator.</p> <p>Send 2<sup>nd</sup> unexcused SARB letter to parents and log to CWA.</p> <p>Site administration will schedule a Group Attendance Intervention Meeting (GAIM) with parents(s) to resolve attendance issue.</p> <p>Parents sign the pre-SARB contract.</p>	<p>6<sup>th</sup> excused absence</p> <p>Continue to monitor absence.</p> <p>Determine if a health issue exists.</p> <p>Determine if excessive absences notice should be sent when not related to health issue.</p> <p>Excused letter #1.</p>
<p>9<sup>th</sup> unexcused/unverified/tardy</p> <p>Notify site administrator.</p> <p>Submit home visit request form to CWA.</p> <p>Principal or designee meets with student and parents to discuss absence.</p>	<p>9<sup>th</sup> excused absence</p> <p>Conduct a 1<sup>st</sup> attendance RtI to address impact absences are having on educational performance and develop a plan for improvement.</p>
<p>12<sup>th</sup> unexcused/unverified/tardy</p> <p>CWA office will send out 3<sup>rd</sup> SARB truancy letter.</p>	<p>12<sup>th</sup> excused absence</p> <p>Excused letter #2.</p>
<p>15<sup>th</sup> unexcused/unverified/tardy</p> <p>Notify site administrator to submit a referral to SARB.</p> <p>CWA will send SARB letter to parent for a mandatory meeting.</p>	<p>15<sup>th</sup> or more excused absences</p> <p>Conduct 2<sup>nd</sup> attendance RtI meeting.</p> <p>Team determines if SARB is appropriate.</p>

SARB panel will review documentation and make recommendations.	
<p>If truancy continues, CWA will schedule 2<sup>nd</sup> SARB meeting for further interventions.</p> <p>CWA will refer parents to the District Attorney meetings.</p>	<p>If absences continue, parent will be referred to SARB. Panel will determine plan of action: Social Services, La Habra Police Department, District Attorney Meetings, and Family Counseling, etc.</p>

## Visitor/Volunteer Policy

### Classroom Visitation

La Habra City School District believes that parents are important partners in the success of our school program and welcomes parents and professionals to visit our school sites. In the effort to maintain the integrity of instruction, ensure student confidentiality, maintain a safe school environment and minimize disruption of the instructional process, LHCSO has developed visitation guidelines which are available in the school office. Please check-in at the office for an I.D. badge before going to the classroom.

### Purpose of the LHCSO School Volunteer program:

The purpose of the LHCSO School Volunteer Program is to enhance student achievement by engaging and leveraging the rich talents and expertise of our local school communities.

### School volunteers:

- Reinforce classroom learning by assisting teachers in classrooms with non-instructional tasks
- Support school personnel in the effective operation of schools
- Promote positive partnerships between the home, schools and the community
- Serve as positive role models for students by helping students develop a more positive attitude about themselves, schools and communities

### Volunteer Application Process

Individuals are not allowed to begin a volunteer school assignment until the following are completed:

- Volunteer Application Form
- Criminal History Declaration Form
- Expectation and Requirement Form
- Volunteers serving at more than one LHCSd school must have a completed application for each school/office on file.
- Volunteers serving less than 16 hours per week at a site do not need fingerprinting clearance but need to be checked against the Megan's Law website.
- Student Teachers and School Counseling Interns shall be referred directly to the District's Human Resources Department at ext. 80103.

### Health and Safety

Tuberculosis Clearance: Tuberculosis (TB) clearance must be presented to school personnel as part of the application process. All TB clearances must be within the last four years prior to the individual starting volunteer service. TB clearances that are older than four years from the time the volunteer application is submitted will not be accepted. ***TB clearance is the responsibility of the volunteer.***

Sex Offender Statement and Megan's Law: The school principal or an acceptable designee must check all volunteer applicants against the California Megan's Law online database for sex offender clearance at <http://www.meganslaw.ca.gov/>. Any volunteer applicant whose name appears on the Megan's Law list and is required to register as a sex offender is prohibited from serving as a school volunteer in any capacity including individuals participating in one-time activities.

### **Required for persons volunteering for more than 16 hours per week:**

- Fingerprinting (Background Clearance): Fingerprinting by the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) is required prior to the school's submission of the individual's application.
- Fingerprinting must be conducted through LHCSd. Schools with volunteer applicants requiring fingerprinting must contact Classified Personnel at ext. 80302.
- LHCSd employees desiring to participate in a school volunteer program do not have to resubmit a Fingerprinting Application; however, LHCSd employees must complete a volunteer application.

### Exceptions

Volunteer Applications NOT required but verification on Megan's Law website required for the following individuals:

- Parents observing their child's classroom and who remain under the direct supervision of an administrator or designee at all times
- Individuals participating in one-time activities where there is limited contact with students or staff and supervision is provided by a certificated District employee.

Examples include:

- Chaperoning dances or one-day field trips (under 16 hours in duration)
- Providing clerical functions that do not involve access to confidential documents or information
- Guest speaking engagements
- Job-shadowing events from local universities (less than 16 hours in duration)
- Field Day

School volunteers, like all campus guests, are required to sign in at the school office upon entering the school premises and sign out when they exit the campus.



## **Additional Policies and Regulations Related to Student Safety**

Please see Board Policies and Administrative Regulations for more information about the following:

**Bomb Threats** AR 3516.2

**Bullying** BP 5131.2

**Child Abuse Prevention and Reporting** BP 5141.4/AR 5141.4

**Comprehensive Safety Plan** BP 0450/AR 0450

**Discipline** BP 5144/AR 5144

**Disruptions** BP 3515.2/AR 3515.2

**Dress and Grooming** BP 5132/AR 5132

**Earthquake Emergency Procedure System** AR 3516.3

**Fire Drills and Fires** AR 3516.1

**Gangs** BP 5136

**Hate-Motivated Behavior** BP 5145.9

**Nondiscrimination/Harassment** BP 5145.3/AR 5145.3

**Student Disturbances** BP 5131.4/AR 5131.4

**Search and Seizure** BP 5145.12/AR 5145.12

**Sexual Harassment** BP 5145.7/AR 5145.7

**Suspension and Expulsion/Due Process** BP 5144.1/AR 5144.1

**Suspension and Expulsion/Due Process (Students with Disabilities)** AR 5144.2

**Transportation Safety and Emergencies** AR 3543

**Vistors/Outsiders** BP 1250

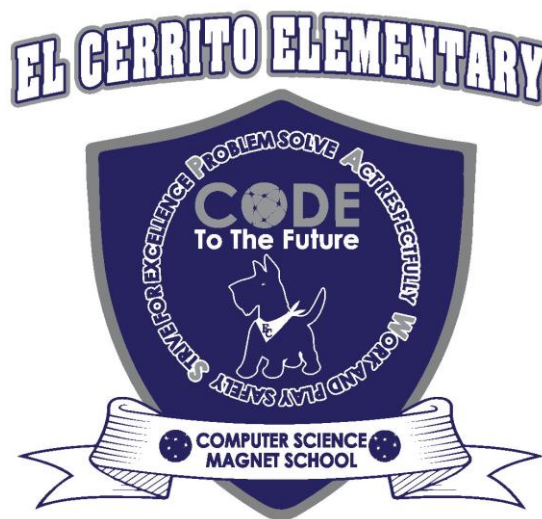
**Weapons and Dangerous Instruments** BP 5131.7/AR 5131.7

**Student Handbook:** A copy of Arbolita Elementary School's student handbook is available in the school office and on our website.

# La Habra City School District

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**El Cerrito Elementary School  
1051 N. Hillside Street  
La Habra, CA 90631  
562-690-2340**



## **COMPREHENSIVE SAFE SCHOOL PLAN 2021-2022**

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**Introduction**

El Cerrito Elementary School has a responsibility to provide for the safety of all students and staff in an emergency. An emergency or crisis may affect a single classroom, a building, or the entire school. The plans and procedures found in this Comprehensive Safety Plan provide teachers with a quick review of the steps to take in the event of an emergency on campus.

Safety drills for earthquakes, fires, and other disasters are held regularly to assure the safety of all students. Our school conducts monthly fire and earthquake drills. Lockdown drills are routinely performed. Each teacher reviews emergency procedures with students in order for our pupils to be well prepared. Our team regularly reviews and modifies adaptations to emergency procedures for students with disabilities. These adaptations are communicated with support personnel and practiced in conjunction with school-wide drills.

In the event of an actual disaster, children will remain in the protective custody of school personnel. An emergency card is on file to ensure that students are released to authorized adults. The school is equipped with food, water, and first aid kits. It is essential for parents to keep emergency names and phone numbers up to date at all times.

## **I. The Comprehensive School Safety Plan Overview**

The Comprehensive School Safety Plan (CSSP) is required by Education Code (32282-32289). It is to be reviewed and updated annually by March 1 and submitted for approval to the School Site Council as well as to the District's governing board. The contents of the CSSP should include information assessing the status of school crimes committed on school campuses and at school-related functions, strategies, and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on policies, or procedures, and how you may become involved with school safety programs, please contact:

Emily Flesher, Principal  
El Cerrito School  
1051 N. Hillside St.  
La Habra, CA 90631  
(562) 690-2340  
eflesher@lahabraschools.org

Prepared by:

Safety Planning Committee  
School Site Council

- The Comprehensive Safe School Plan was presented at School Site Council in January 26, 2022.
- The Comprehensive Safe School Plan was presented to the public on March 10, 2022.

A copy of the CCSSP is available for review at the El Cerrito School office and at the La Habra City School District Office. In addition, the CSSP is available on the District website at [www.lahabraschools.org](http://www.lahabraschools.org).

## II. General School Information

### A. School Profile

El Cerrito School is located in the city of La Habra and serves approximately 450 students in grades Transitional Kinder – 6. This elementary school is a computer science magnet school.

## B. Safe School Mission

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention with emphasis on high expectations for student conduct, responsible behavior, and a respect for others.

### C. School Safety Committee Membership

[illegible]



**D. School Site Council Membership**

Education Code Section 35294.2(e) requires that the Comprehensive School Safety Plan be reviewed and updated annually by the School Site Council.

The School Site Council for El Cerrito School during the 2021-2022 school year is comprised of the following individuals:

<b>El Cerrito – School Site Council 2021-2022</b>	
<b>Name</b>	<b>Title</b>
Josh Atwater	Parent
Catherine Flores	Parent
Justin Rodgers	Parent
Jackie Porco	Parent
Vanessa Caldwell	Parent
Brandie Esparza	Teacher
Crystal Barnett	Teacher
Sandra May	Teacher
Melissa Ingram	Educational Assistant
Emily Flesher	Principal

### III. Safe School Reports

#### A. School Crime Status

El Cerrito School does not experience high incidents of crime on campus or during school-related functions.

2019-2020 Summary Data	
Total Suspensions	0
Total Expulsions	0

*This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled.*

#### B. Safe School Assessment Resources

The following resources were analyzed to develop an understanding of current conditions on school safety and standard practices, in addition to developing a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- Parent Surveys
- Student Engagement Survey
- Organization and Planning Survey
- Facilities Inspection Tool

#### **IV. Emergency Response Teams and Support Personnel**

##### **A. Administration**

- Principal: Emily Flesher
- MTSS TOSA: Deanna Putnam
- School Psychologist: Helen Fernandez
- Assembly Area Captain: Deanna Putnam
- Team Leader #1: Ellisa Sanchez
- Team Leader #2: Sandra May
- Team Leader #3: Gaby Marin
- Office Manager: Anna Carlos-Valladolid

##### **B. Command Center**

- Principal: Emily Flesher
- School Office Manager: Anna Carlos-Valladolid

##### **Duties:**

##### **Principal will:**

1. Assist in the flow of communication
2. Assist in the dispersal of students
3. Direct operations and governance
4. Request and/or receive reports from staff members

##### **Office Manager will:**

1. Develop a resource log
2. Record the time of all requests of resources, (i.e., fire department, police department, etc.), in the resource log
3. Record times of arrival for all support personnel in the resource log
4. Record other major incidents that take place, such as orders from the La Habra Police Department for lockdown, evacuation, or all clear

##### **Equipment/Supplies:**

- Digital two-way radio
- Emergency microphone/megaphone system
- Clipboard, notepad, writing utensil

##### **Location of Command Center:**

- Grass area on lower field

**C. Assembly Area Team**

Team Leader: Ellisa Sanchez

Julie Hernandez - Teacher

TK-1<sup>st</sup> Grades

Crystal Barnett – Teacher

2<sup>nd</sup>-4<sup>th</sup> Grades

Candice Gonzalez – Teacher

5<sup>th</sup>-6<sup>th</sup> Grades and Special Education

Duties:

Team Leaders will:

1. Collect student accountability forms and roll sheets
2. Inform administration of any issues specific to their team

Assembly Team Members will:

1. Organize and supervise students assigned to them
2. Take attendance and complete student accountability forms
3. Coordinate with EOC regarding student release procedures
4. Maintain calm climate
5. Distribute food, water, and emergency supplies as needed
6. Administer first aid as needed

Equipment/Supplies:

- Attendance rosters
- Pencils
- Student accountability forms
- Family emergency plan checklist
- Classroom first aid kit

Location:

- Field-Grass Area
  - Students will stand in line according to classroom number

**D. Assembly Area Captain**

Deanna Putnam – Administrative Designee

Helen Fernandez – Psychologist

Duties:

Assembly Area Captain will:

1. Take a leadership role in the absence of the principal
2. Take class attendance, move to the front of the assembly area
3. Receive classroom attendance count from assembly team
4. Report attendance count to the command center
5. Oversee assembly area
6. Assist with first aid in assembly area as needed

Equipment/Supplies:

- Clipboards
- Pencils
- Area class rosters/attendance
- Safety vest
- Two-way radio

**E. First Aid Team**

Michelle Renteria – LVN

Sandra May – Teacher

Jaclyn Hemphill-Teacher

Duties:

The First Aid Team will:

1. Administer first aid and record information of injury(s) and treatment
2. Prepare first aid supplies at the request of the command center
3. Administer first aid and record information of the extent of injuries
4. Receive information from the search and rescue teams
5. Maintain a first aid log of injuries that have been reported by search and rescue
6. Determine the need for additional medical assistance
7. Dispatch personnel to other areas as needed

Equipment/Supplies:

- First aid cards
- First aid supplies
- Stretcher
- Blankets
- Wheelchair
- Two-way radios
- Clipboards
- Pencils
- Safety vests

**F. Fire Team**

Steve Aviles – Day Custodian

Ryan Glenn – Evening Custodian

Duties:

Fire Team will:

1. Secure area and evacuate students and staff, if necessary
2. Confirm the existence and location of the fire
3. Notify the command center of existing fire(s)
4. Receive input from the Search and Rescue Team
5. If needed, use appropriate fire control equipment to rescue

Equipment/Supplies:

- CO2 Fire Extinguishers
- Gloves
- Blankets
- Helmets
- Two-way radios
- Safety vests

Assigned Areas:

- Areas affected by the fire and surrounding areas

**G. Search and Rescue Teams**

Team #1 – Kerri Golla, Kelly Morrill, Angelique Coloma-Teachers

Team #2 – Carin Verdugo, Gaby Marin, Tiffany David-Ramirez – Teachers

**Duties:****Search and Rescue will:**

1. If they are classroom teachers, release their students to their buddy teacher
2. Report to the first aid station to receive team assignment
3. Sweep through assigned area
  - a. Check each room vocally, visually and physically
4. Report any injuries to the first aid/command center stations using two-way radio
5. Extinguish small fires using classroom fire extinguishers
6. Upon completion of the search, report to first aid team to assist with injuries, if needed
7. Turn in search and rescue assessment forms to the command center
8. Return to assembly area upon completion of all duties

**Equipment/Supplies:**

- Clipboards
- Search and rescue assessment forms
- Tape
- Flashlights
- Gloves
- Hard hats
- Safety vests
- Two-way radios

**Search areas:**

- Team #1 – 101, 102, 110, 111, 401, 402, 403, 404, 405, 406, 407, 408, 301, 302, 303, 304
- Team #2 – 103, 104, 105, 305, 306, 307, 308, 201, 202, 203, 204, 211, 212, 213, 214



**H. Cafeteria and Custodial Team**

Adrian Gomez – Satellite Kitchen Lead

Steve Aviles - Day Custodian

Ryan Glenn – Evening Custodian

Duties:

Cafeteria and Custodial Team will:

1. Shut off utilities after necessity is determined
2. Lock or unlock gates to provide egress for emergency services
3. Set up tables and chairs at the command center, first aid station, and the parent communication center
4. Determine resources that are available for immediate school use:
  - a. Water, food, power, radio, telephone and sanitary conditions
5. Report extent of damage to the command center

Equipment:

- Tools and toolbox
- Emergency organization plan
- School maps
- Cooking and serving utensils
- Two-way radios

**I. Parent Communications Team**

Anna Carlos Valladolid – School Clerk

Barbara Nonis-Teacher

Sara Dias-Educational Assistant

Devon Blasier-Teacher

Maria Gamez-Educational Assistant

Duties:

Parent communication team will:

1. Set up the parent communication center
2. Display “Parent Communication Center” signs
3. Verify parent/guardian identification on emergency student release cards or the Family Emergency Plan Checklist prior to releasing students
4. Maintain emergency release log of all students released from campus
5. Check off, from the school roster, the names of all students released from campus

Equipment:

- Emergency student release cards
- Class roster
- Emergency release log
- Student support team release notes
- Parent communication sign
- Two-way radio
- Keys
- Clipboard
- Pencil/Pens

Location of the Parent communication center:

- Adjacent to the command center

## **V. Preparing for an Emergency and Site Maps**

### **A. Before an Emergency**

It is important for the school to be surveyed with evacuation in mind. This includes identifying potential hazards both inside and outside:

#### **Inside**

- Suspended ceilings, hanging light fixtures
- Large windows not protected against shattering
- Bookcases, cabinets, computers, TV's, VCR's and projectors
- Storage areas with cleansers, paint or hazardous materials

#### **Outside**

- Places where the natural gas supply, water, sewer or electrical grids cross the site
- Power lines and electric shock hazards such as fences and metal buildings
- Areas near buildings and covered walkways where debris, roof tiles or glass may fall
- Routes past concrete walls
- Trees

#### **Additional Preparation**

- Designate evacuation routes without overhead hazards and other types of hazards
- The needs of students with disabilities should be considered when planning an evacuation
- Assembly areas should be as close to the evacuated facility as safe
- Establish alternate routes to the designated assembly areas
- As staff plans their evacuation routes, always make sure they know what they want to do and where they want to go
- School emergency plans should be reassessed after every emergency and modified as needed
- Necessary changes are to be reported to the administrator
- Staff will be trained to implement the plan
- Exercises will be conducted monthly each school year
- Alternate routes and methods will be practiced
- Substitutes, temporary faculty, and staff should review these emergency response guides before beginning class or work
- Employees are to be prepared to receive students who may be evacuated from another school
- Identify those employees responsible for securing student medicine and emergency cards

**B. Emergency Two-Way Radio Communications**

The District's two-way radios are assigned to each school site. Channel 1 is for emergency use only. In the case of an emergency, when landlines and cell phone communications have been interrupted, all communication over the two-way radios shall be limited to that of an emergency nature.

All administrators are to practice using their two-way radio during drills.

**Use of Two-Way Radio Communications**

During a District-wide drill or a real emergency, all sites shall use the Emergency Channel to communicate with the District Emergency Operations Center (EOC). No one shall proceed with transmission before they identify themselves and their location (i.e., site) prior to transmitting a message.

When applicable, the school site administrator in possession of the digital hand-held radio should turn it on as soon as possible during or following an emergency that has affected the landlines and cell phone communications with the District Office.

If an emergency occurs, which has only affected your school and you have lost landlines and cell phone communications with the District Office, turn on your District digital two-way radio, identify yourself and your site location, wait for an acknowledgment and proceed with your transmission.

Following a natural disaster, such as an earthquake, the school site administrator should not attempt to transmit a message until the District EOC center begins the roll call unless there is a life-threatening injury or situation.

The roll call is as follows:

When the District EOC Incident Commander says, "Beginning roll call," the school site administrator should prepare to identify himself/herself and give an assessment of injuries and/or damage to the site.

### **Evacuation Should Never Be Automatic**

There may be more danger outside than inside. There may be no safe assembly areas outside. There may be no clear routes to get outside.

Teachers are to survey their classroom to see if it is safe to stay inside. It may be safer inside the classroom, even in the dark, than outside in danger. Before a decision is made to vacate a classroom or school, it must be determined if there is a safe route and a safe place to assemble the students.

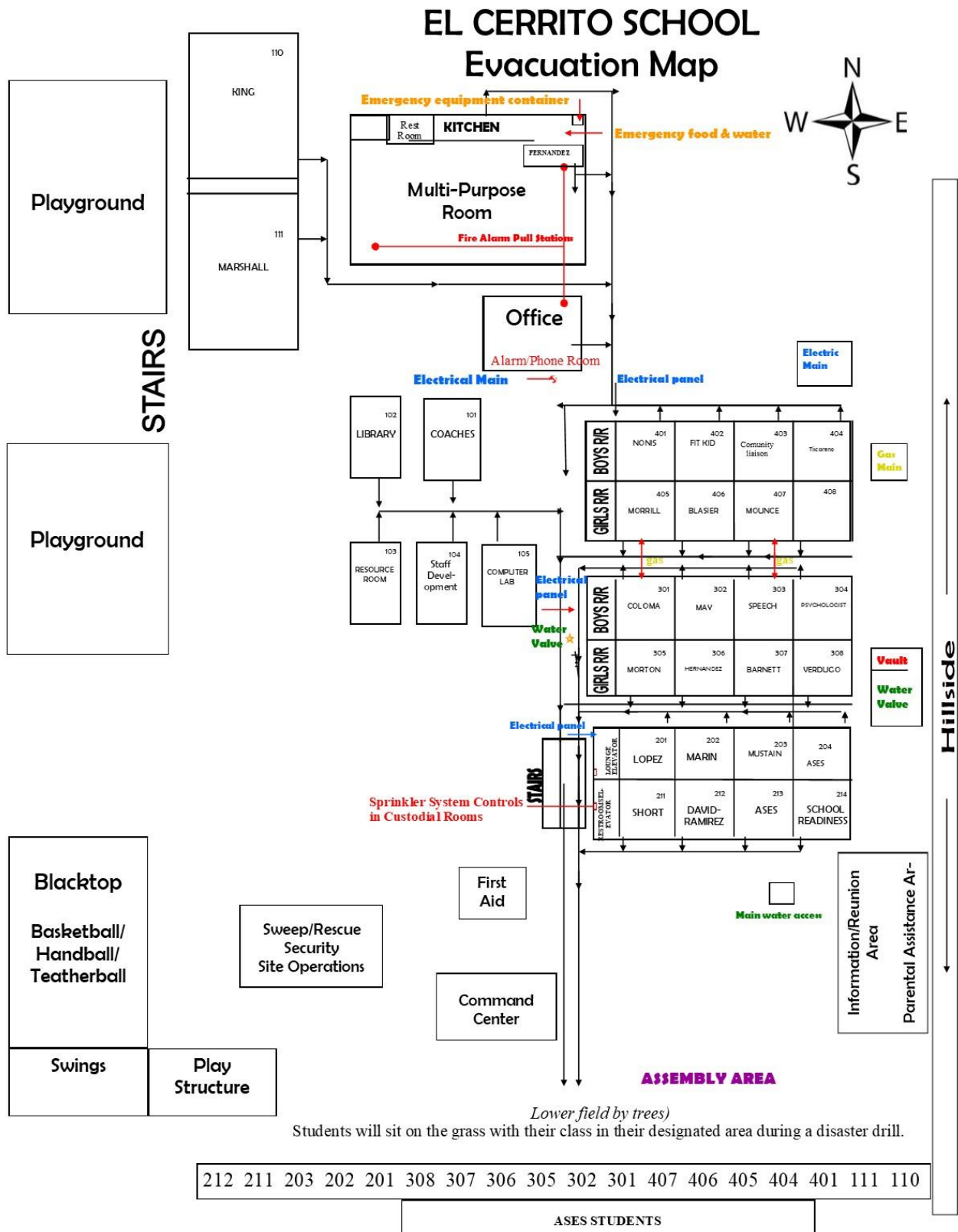
#### **Administrators**

- When an emergency occurs, assess the situation and notify the School Resource Officer and Superintendents' Office
- Determine what is going on outside and inside the site
- Evaluate the short and long-term effects
- If needed, call 911 and request assistance
- Decide whether to keep students and staff in place or to evacuate all or part of the student body
- Contact teachers and staff to inform them of the situation
- Initiate initial response actions
- Mobilize your emergency management organization
- Determine the safest course of action
- Establish preferred routes and where to place the assembly area
- Formulate an incident response plan
- Communicate your directions to faculty, staff, and students by telephone, two-way radio, PA system, intercom or runners
- Notify District Public Information Officer (PIO).
- Follow up to see that your instructions were carried out as intended
- As needed, modify your plan to meet new needs or contingencies
- Keep the District informed of your status and needs

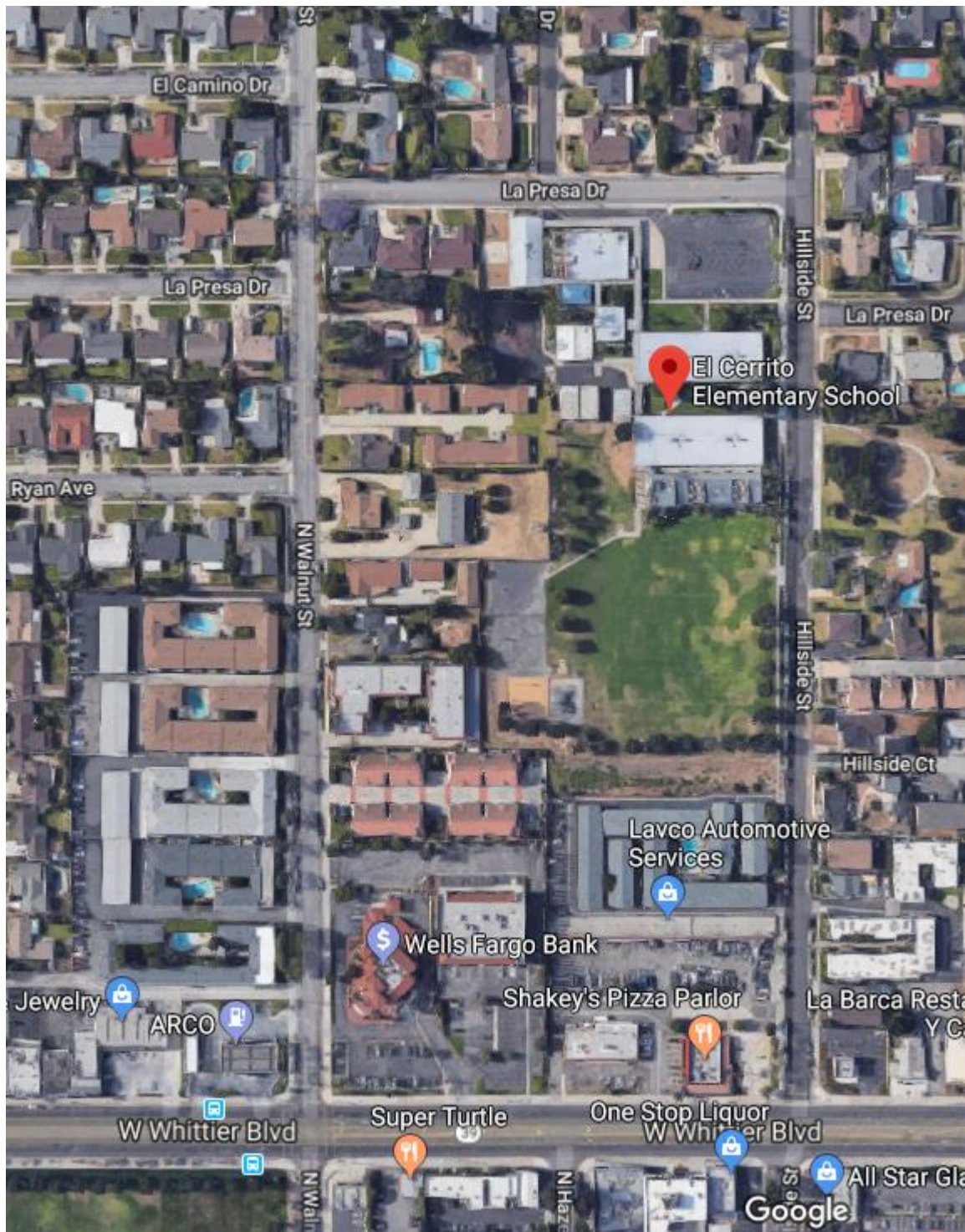
#### **Faculty/Staff**

- When an emergency occurs: DO NOT automatically move students into the corridor or outside the building
- Evaluate the situation and inspect the area for hazards and dangers
- If a long period of time has elapsed and you have received no instructions, you will need to decide whether to remain or to evacuate
- If you need to move, determine the safest way to move your students and decide where you are going before you depart
- Account for your students before you leave the classroom and after you arrive at your safe site
- Take your roll sheet
- Once you get to the assembly area, communicate your whereabouts to the Superintendent's Office

C. Site Map – Evacuation Plan



**D. Safe Ingress and Egress to School\**



**Site Evacuation**

If the administrator in charge decides that imminent danger to life exists, he/she may order an evacuation. Evacuation will be made in accordance with the site evacuation plan. Take your two-way radio with you to communicate your progress/problems with the Emergency Operations Center.

Students who are capable of walking will stay on the sidewalks and proceed to the next designated alternate site. The primary assembly area will be:

Lower Field – Grass Area

The secondary assembly area will be:

Multi-Use Room

- To evacuate by bus, the administrator in charge is to contact the Emergency Operations Center who will contact the transportation provider to arrange to have busses dispatched to the site for student/staff pick up
- Busses will drop off students at the nearest alternate site
- The assembly area will be the field area
- The EOC will contact the Superintendent and the Emergency Services Coordinator advising them of the status (number of student/staff and others to be transported)
- Students will be released only to individuals listed on the emergency card
- Notification must be left at the school site indicating the address where students have been relocated
- The administrator in charge will direct all further action

Off-Campus Emergency Evacuation Sites:

Plan A: Walnut Elementary School

Plan B: La Habra Community Center



## E. On-Site Assembly Area

Primary/Short Term: **Field – Grass Area**

Secondary /Long Term: **Multi-Use Room**

1. Take roll count of students and report findings to the administrator in charge
2. Assess medical needs
3. Request assistance as needed
  - The Maintenance Department will act as the Emergency Operations Center (EOC) for the District. The District EOC will have the ability to contact and request assistance from the City. Requests for additional assistance will be made through the City's EOC to the county operations area.
  - The School District EOC, after the emergency, will begin contacting all schools in alphabetical order starting with elementary schools to ascertain damage assessment and needs requirements. If an emergency exists at your site, feel free to break in and communicate your needs. (Use Emergency Channel 1).
  - If the District cannot dispatch help, then the City EOC will be contacted to request assistance/aid.
  - When the La Habra Police Department responds and sets up a command post, the Principal or their designee shall partner with the officer and respond to the command post.
4. Provide medical care
5. Provide for mass care needs (i.e., food, water, shelter, sanitation)
6. Do not light fires or touch fallen wires
7. Be alert for instruction from the administrator in charge
8. Do not attempt to enter a building until it has been declared safe by an authorized official
9. During a major emergency incident, students will only be released to the parent, guardian or the adult specified on the emergency card\*

\*There shall be no exceptions to the policy. Students who are not picked up by their parents may be transported to another shelter. Emergency response personnel may not arrive at school for several hours. It will be the school's responsibility to care for students and staff.

## **VI. Emergency Response Plans**

### **A. Armed Assault on Campus**

An armed assault on campus involves one or more individuals who attempt to take hostages or cause physical harm to students or staff. Such incidents may involve a sniper, an intruder, gang warfare, civil unrest, hostage situation, or police activity such as a stakeout or vehicle pursuit.

Initiate warning system to alert staff:

1. The Principal/Designee will call 911, and then notify the Superintendent's Office
2. The extent of the emergency will dictate the course of action needed. The Principal or their designee will take appropriate action to assure that students and staff, if outdoors, return to and remain inside the buildings. All outside doors should be locked
3. Upon return to buildings, teachers will initiate roll call
4. Staff should take steps to calm and control students in all areas of assembly or shelter
5. Students and staff will remain indoors with lights off and keeping away from all windows until law enforcement confirms that the emergency no longer exists

**B. Armed Student(s) – Possession Only**

Any staff member must report to the school administration if a student is suspected of having a weapon on campus.

**\*\*DO NOT** approach the student

**\*\*Stay** calm

**\*\*In** the safest manner possible, contact the administrator

**\*\*DO NOT** attempt to retrieve the firearm

**\*\*DO NOT** restrain or discipline the student

When an administrator or law enforcement arrives, discuss the following:

**\*\*Room** number

**\*\*The** name of the student

**\*\*The** exact location of the student in the classroom

**\*\*Type** of weapon suspected

**\*\*Location** of the weapon

**\*\*Number** of students in the classroom

**\*\*Demeanor** of the student and any other useful information

If the student brandishes the weapon, see “Hostage Situation Procedure.”

**C. Animal Disturbance**

This procedure should be implemented when the presence of a dog, skunk, coyote, mountain lion, snake or any other animal threatens the safety of students and staff.

Principal or their designee will notify the School Resource Officer or call 911 as the circumstances would dictate.

The Principal or their designee will initiate the appropriate actions, which include LOCKDOWN or EVACUATION from the affected area.

Upon discovery of an animal, staff members will attempt to isolate the animal from students. If the animal is outside, students will be kept inside. If the animal gets inside, then the students will remain outside. It is suggested closing doors or locking gates as a means to isolate the animal.

The La Habra Police Department's Animal Services Division should be notified in a timely manner.

**D. Biological/Chemical Release**

Inside the classroom:

- Faculty/Staff will inform the principal
- Evacuate the building in a safe manner upwind of the affected area
- The Principal will have security/utilities team isolate and restrict the area
- Faculty/Staff will turn off local fans, close windows, shut down building's air handling system
- Faculty/Staff will check for any students having any contact with hazardous substance/s

Outside the classroom and localized:

- The Principal will direct staff to remove students from the affected area and proceed upwind of area
- The Principal will call 911
- Securities/Utilities team will isolate and restrict affected area Faculty/Staff will turn off local fans, close windows, shut down building's air handling system
- Faculty/Staff will check for any students having any contact with a hazardous substance
- The Principal will notify the Superintendent's Office

Surrounding Community:

- The Principal will be informed or will determine if a potentially toxic substance has been released into the atmosphere
- The Principal will initiate an evacuation or lockdown if necessary
- Securities/Utilities team will turn off all local fans, shut down building air handling system, lock doors and windows, seal gaps under windows with wet towels or duct tape, seal vents and turn off sources of ignition as practical
- All students located outdoors will be directed to proceed immediately to nearby classrooms or buildings
- The school will remain in lockdown mode until an appropriate agency provides the clearance
- The Principal will notify the Superintendent's Office

**E. Bomb Threat**

Any person receiving a telephoned bomb threat should:

- Keep the caller on the line as long as possible.
- Alert the administration in an appropriate manner.
- Try to determine the age and sex of the caller.
- DO NOT take any chances and contact the school administrator for every threat.
- Leave environment where the bomb is supposed to be as is (i.e., if the door is open, leave open; if lights are on, etc.)
- When directed to do so, evacuate all students and staff from threatened area or buildings.
- Do not remove anything from the classroom and instruct students to leave all backpacks behind.
- If a device is located or observed DO NOT TOUCH IT or MOVE IT.
- Evacuate and wait for further instruction.
- Expect the police department to ask the staff if they had seen anything out of the ordinary.
- School personnel should not search for the device or enter the area.

**F. Demonstration/Walkout**

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

- Faculty/Staff will notify school administration immediately.
- The Principal will call 911.
- School administration will initiate appropriate response action, which may include a LOCKDOWN.
- School administration will notify the Superintendent's Office.
- School security will immediately proceed to the front of the school and control the campus.
- School administration will designate staff to accompany students going off campus for supervision and to notify law enforcement.
- Students not participating in the unlawful demonstration will remain in the classroom.
- Teachers will close and lock doors; all staff will close window coverings.
- School administration will notify parents of the incident as appropriate.

**G. Disorderly Conduct**

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

THE GOAL IS TO CALM AND CONTROL THE SITUATION AND ATTEMPT TO ISOLATE THE PERPETRATOR FROM OTHER STAFF AND STUDENTS TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

- The Principal will notify the School Resource Officer or call 911 as the circumstances dictate.
- The Principal will initiate appropriate immediate response actions, LOCKDOWN or EVACUATION.
- The Principal will assign a staff member to meet police and escort them to the location of the disturbance.
- The Principal will contact the Superintendent's Office as soon as practical.
- Classes should remain in session until law enforcement determines the situation is under control.
- If the perpetrator is a student, police will decide if or when to contact family.

School personnel at the scene of the disturbance:

- Clear bystanders and encourage students to "go about their business" and not get involved
- Intervene to defuse the situation to the extent possible without threatening your own or staff safety



## H. Earthquake

If inside a building:

1. Implement “DROP, COVER, HOLD ON” and do not face the windows
2. Take precautions against falling objects
  - a. Get beneath a desk, table or bench and assume Drop, Cover and Hold position (kneeling with hands on head)
  - b. If cover is unavailable, get against an inside doorway or crouch against wall and cover head
  - c. Stay away from outside walls and area where there are large panels of glass or heavy suspended light fixtures
3. After the earthquake is over and the ground has stopped shaking, evacuate to the assembly area via designated evacuation route. (Beware of fallen objects, electrical wires, etc.)
  - a. Implement “buddy system” to handle any injuries (i.e., one teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes)
4. Take roll at assembly area, report information to assembly captains, and report to duty stations

If outside:

1. Implement “DROP, COVER, HOLD ON”
2. After the earthquake is over and the ground has stopped shaking, evacuate to the assembly area. (Beware of fallen objects, electrical wires, etc.)
3. Take roll at assembly area, report information to assembly captains and report to duty stations

Materials Needed for Evacuation:

1. Emergency Folder
  - a. Emergency procedures
  - b. Evacuation map
  - c. Class rosters
  - d. Classroom attendance count
  - e. Notepad and pencil
2. First Aid Kit

**I. Explosion/Risk of Explosion**

In the event of an explosion or risk of an explosion, such as those caused by leaking natural/LP gas or other causes, the following actions will be needed:

1. Faculty/Staff will give the command to “Drop-Take Cover.”
2. Site Administrator will call 911
3. If the explosion occurred within a building or threatens a building, the staff should immediately implement action to evacuate the building
4. Sound the fire alarm
5. Move to an area of safety as far away from the hazard as possible and maintain control of students
6. Render first aid as necessary
7. Use a fire extinguisher if appropriate (Note: Staff should be aware of locations and proper use of fire extinguishers)
8. Take roll
9. The administrator will direct further action as required
10. Students and staff should not return to the school until the Fire Department Officials and Law Enforcement declare the area safe
11. The Administrator will assess the situation and call the District Office Disaster Preparedness Coordinator as soon as practical
12. Students/staff will evacuate buildings in a direction away from the threat of explosion and move to a location upwind and as far away from the site as possible
13. Take roll again
14. The site administrator will direct further action as necessary

**J. Fight/Large Group Disturbance/Riot**

THE GOAL IN THIS SITUATION IS TO PREVENT ESCALATION AND CONTAIN THE AREA TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

School Personnel:

- Notify the School Resource Officer
- The principal/designee will call 911
- The principal/designee will meet police and escort them to the location of the disturbance.
- School personnel should contact school security immediately.
- Faculty/Staff will hold classes, if in session until law enforcement determines the situation is under control.
- Clear bystanders and encourage students to “go about their business” and not get involved
- Intervene to defuse the situation to the extent possible without threatening your safety or the safety of your staff
- The administrator will inform the Superintendents’ Office as soon as possible

**K. Fire on School Grounds**

If a fire starts anywhere on the school campus:

1. The person discovering a fire or smoky area within the school perimeter will contact the office immediately
2. The principal or designee will sound the fire alarm immediately. In the case of electrical failure, the principal or designee will disperse a team to make the fire announcement.
3. Students and staff will evacuate the building in accordance with the fire evacuation route posted in each room
4. Teachers must take emergency folder and first aid kit when evacuating
5. Turn off lights and overheads when leaving room
6. Close all doors upon exiting room or building
7. Implement “Buddy System” to handle any injuries (teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes)
8. Use emergency folder contents to:
  - a. Take roll.
  - b. Complete attendance count form.
  - c. Send attendance count form to assembly captains.
  - d. Report to duty stations.
9. The administrator will inform the Superintendents’ Office as soon as possible.

Dispatch Numbers:

La Habra City Police Department - (562) 383-4300

Los Angeles County Fire Department - (562) 868-0411

Dial 911 in case of an emergency

**L. Fire in Surrounding Area**

This procedure addresses the situation when a fire is discovered in an area adjoining the school. Decisions should be made based on the size and location of the fire, proximity to the school and how likely the fire will affect the school.

1. Principal/Designee will initiate appropriate response action, lockdown, evacuation or off-site evacuation.
2. Principal/Designee will notify police – 911

If Evacuation:

1. Students and staff will evacuate the building in accordance with the fire evacuation route posted in each room.
2. Teachers must take emergency folder and first aid kit when evacuating.
3. Turn off lights and overhead projectors when leaving the room.
4. Close all doors upon exiting room or building.
5. Implement “Buddy System” to handle any injuries (teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes).
6. Take roll at the assembly area, report information to assembly captains, and report to duty stations.
7. The administrator will inform the Superintendents’ Office as soon as possible.

Air Quality

1. If the air quality is poor due to smoke, dust or ash particles in the air, then the principal or site administrator may decide to limit physical activity for the period of poor air quality.

**M. Flooding**

This procedure applies whenever stormwater or other sources of water intrude or threaten to intrude school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare.

Alternatively, flooding may also occur without warning as a result of damage to water distribution systems.

- The principal or designee will initiate appropriate immediate response actions;
  - LOCKDOWN, EVACUATE, or OFF-SITE EVACUATION
- The principal or designee will notify 911
- Principal or designee will notify the Superintendent's Office

**N. Food or Water Contamination**

This procedure should be followed if site personnel suspect contamination of either food or water. It 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 or water contamination.

Indicators may include unusual odor, color, taste, or multiple employees experiencing nausea, vomiting or other illness.

The principal or their designee will:

- Isolate suspected contaminated food/water and restrict access to the area
- Notify 911
- Notify the Superintendent's Office
- Will cooperate with the Orange County Public Health Department
- Notify parents of affected students

The Faculty will:

- Make a list of all potentially affected students and staff
- Make a log of symptoms, the suspicious food/water, quality and character of products

Medical first responders will assess the need for medical aid.

**O. Hostage Situation**

Remember Time is on your side!

If the entire classroom is taken hostage:

Do

- Stay calm
- Obey suspect's commands
- Be passive
- Try to calm suspect and listen to complaints or demands
- Keep students calm and don't allow them to agitate the suspect
- Ask permission of suspect at all times

Don't

- Try to be a hero
- Challenge the hostage taker
- Confront the hostage taker
- Argue or fight
- Use words "hostage, captive or negotiate"

KEEP ALL RADIOS, TV'S AND COMPUTERS TURNED OFF. If possible and without increasing risk to you, minimize any possibility that the suspect can hear or see NEWS REPORTS.

Be calm and patient and wait for help. Keep in mind the average hostage incident lasts approximately six to eight hours.

**TIME IS ON YOUR SIDE!**



**P. Intruder(s) on Campus**

A campus intruder is anyone who loiters or creates disturbances on school property.

Daily routine:

- It is important to maintain a closed campus requiring all visitors to register at the office
- Visitors must receive a badge that identifies them as having registered
- Staff must address ALL individuals found on campus who have not obtained the appropriate visitor badge, as safety permits, and direct them to the school office

In the case of a disturbance:

- Staff should contact the school office and give the location of the suspected intruder
- Depending upon the circumstances, lockdown procedures may be implemented
- Wait for instruction from the administrator
- During the lockdown, if you see the intruder, contact the office and give the location immediately
- The principal or the school administrator will call 911 if required
- After the lockdown, take roll and notify school administration of any missing students
- Limit phone and radio traffic to emergency use
- The administrator will notify the Superintendent's Office if needed
- Remain on lockdown mode until released by law enforcement

**Q. Site Initiated Lockdown**

Public Address notification: ***This is a lockdown; this is not a drill.***

If INSIDE a building:

1. Lock your door immediately upon notification of lockdown.
2. DO NOT LET ANYONE IN YOUR ROOM AFTER YOU HAVE LOCKED THE DOOR.
3. Close drapes, blinds or other window coverings that may exist.
4. Direct students to sit on the floor, as low as possible being as quiet as possible.
5. Take roll and make a list of missing students.
6. Remain inside of classroom or building and DO NOT let anyone out until an administrator has given an all-clear announcement

If OUTSIDE a building:

1. Immediately report to your room bringing all students in the area into your room even if the student is not on your roll.
2. LOCK YOUR DOOR IMMEDIATELY UPON NOTIFICATION OF LOCKDOWN.
3. DO NOT LET ANYONE IN YOUR ROOM AFTER YOU HAVE LOCKED THE DOOR.
4. Close drapes, blinds or other window coverings that may exist.
5. Direct students to sit on the floor, as low as possible being as quiet as possible.
6. Take roll and make a list of missing students.
7. Remain inside of classroom or building and DO NOT let anyone out until an administrator has given an all-clear announcement

Students and staff caught outside during a lockdown:

1. Individuals who are found outside of a secure building during a lockdown should look for an open room.
2. If you become aware of staff or student locked outside of classrooms inform the office immediately.
3. In the event that a secure classroom cannot be located, students should seek cover in a restroom.

**R. La Habra Police Department Initiated Lockdown**

The La Habra Police Department is charged with ensuring public safety in a manner that facilitates a swift and positive resolution while minimizing the impact on the community and affected schools. In an effort to ensure a proper response to incidents that can potentially impact schools within the city, the La Habra Police Department is working with other local law enforcement agencies and schools to establish a uniform response plan. As such, a 3-level lockdown procedure has been established in order to ensure the safety of students and staff, as well as ensuring that there is minimal (yet still safe) impact on the learning environment.

Notification procedures:

Nothing in this procedure is intended to limit the school's ability to implement a lockdown on their own. However, in instances where the police department is requesting the school implement a Level 1, 2, or 3 lockdowns, the La Habra Police Department personnel will notify the school's principal (or their designee) via telephone. That notification may be requested by the Incident Commander (Field Supervisor or their designee) or the School Resource Officer and will typically be made by communications (Dispatch) personnel.

Levels of a lockdown:

This procedure involves three (3) different levels, based on the severity of the incident, taking into account the following information:

- Nature of the incident at hand
- Nature of any suspect(s) involved (including known criminal history, crime alleged, weapons, gang affiliation, threats made, etc.)
- Proximity to the affected school

*In any of the lockdown levels, it is imperative that school staff follow all campus safety protocols (which should be known and familiar to them via their administrations). Regular practice drills are strongly suggested. Staff should also be reminded to maintain a calm, yet assertive demeanor, as this greatly influences the students' response to the direction they receive.*

*It is critical that staff members be adaptable to take the necessary means (using their training, knowledge of policies, and common sense) to safely resolve a situation at hand.*

### LEVEL 1: “ALERT” - (Yellow)

Level 1 lockdowns will result in the affected school securing its perimeter gates, if applicable, and restricting access on and off campus. This is the least restrictive level in terms of impact to the affected school site. In most instances, students will not be aware of an “ALERT” status, as classes will continue as normal. Campus supervisors and administrators should take steps to have a visual presence on campus to ensure the safety of their school.

- Example: The police department would notify the affected school that they are conducting police activity (i.e., search/arrest warrant, or some other police activity) in the general vicinity of the school, but they do not expect it to affect school operations

### LEVEL 2: “CAUTION” - (Orange)

Level 2 lockdowns are more restrictive and will result in students being kept inside classrooms, with unsupervised movement on campus prohibited. School staff will conduct thorough site patrols to ensure all students are in a classroom.

- Example: A police pursuit terminated near the affected school and police are searching the general area for the suspect; there is no additional information to believe that the suspect is armed or dangerous
- Example: This level of lockdown is typically used for instances in which there is police activity near the school, but generally not directly affecting the campus
- A student who is not in a classroom (i.e., in a hallway, quad area, etc.) at the time the level 2 lockdown is implemented should be directed to the nearest classroom and accounted for by staff
  - Once safely inside and accounted for, the student can then be escorted by staff back to ensure safe arrival to his/her designated class/teacher
- Supervised student movement can be allowed in cases of need (i.e., bathroom necessities), but should be conducted on a case-by-case need and assessment
- Generally, classroom instruction should continue as usual
- In summary, a Level 2 lockdown allows for the continuance of normal “inside classroom” activities; however, unsupervised student movement on the campus should not occur
- Any outdoor activities (i.e., PE classes, should be directed into a structure, such as the gym or classroom) until the level 2 lockdown is lifted

**LEVEL 3:     “EMERGENCY” - (Red)**

Level 3 lockdowns will be initiated when the incident poses a significant threat to the safety of the students at the affected school site and will result in the most substantial steps being taken by the school and the police department to maximize the safety of students and staff. In the event of a Level 3 lockdown, all student and staff movement should cease, and staff should ensure that students shelter in place and that the school’s lockdown measures are implemented:

- Students should take positions of safety within classrooms
  - All known students shall immediately be brought into the nearest classroom and accounted for
  - Lock and secure classroom doors and remain inside
  - Close any shades, drapes or blinds and keep students away from windows
  - Keep students calm and quiet (**your demeanor has a direct impact on student demeanor**)
  - Turn off lights and cover windows, if possible
  - Have students sit on the floor or remain under desks and tables
  - For rooms that have doors that open inward, consider placing furniture in front of doors to block access
  - Remember lessons from **“RUN, HIDE, FIGHT”** philosophy (if this training was provided to you)
  - **MENTALLY PREPARE YOURSELF TO TAKE NECESSARY ACTION** – should the situation call for it
  - Take roll and notify the office of any students from other classrooms
  - Follow specific campus safety protocols
  - Wait for further instructions from school administrators
- 
- Example: This level of lockdown will be used for the most severe types of incidents where it is believed that there is an imminent threat to students and staff. Examples would include an active shooter, armed intruder on campus, or other incident that necessitates the immediate lockdown of the school site.

#### Deployment of officers to affected schools:

In the event of a Level 2 or Level 3 lockdown, and depending upon available officers, the La Habra Police Department will make every effort to have a School Resource Officer (SRO), or other designated officer, respond to the campus to meet with school administrators, ensure the safety of students, and facilitate the orderly operation of the lockdown from initiation to conclusion. The responsibilities of the assigned officer include but are not limited to:

- Direct interaction with the principal or designated staff member
- Direct communication with the Incident Commander
- Relaying critical information which directly impacts the school
- Planning and coordination of school evacuations, if necessary
- Planning and coordination of dismissal of students to parents/guardians
- Traffic staging and management (i.e., parents, buses, etc.)
- Notification of principal or designee upon resolution of the incident
- Contingency planning with school staff in the event that the incident escalates, is prolonged, or directly involves the campus
- Determination of the need for additional resources (i.e., additional officers, SWAT, medical, bomb squad, etc.) and requests through the Incident Commander

#### Communications center responsibilities:

In the event of a lockdown, police department personnel shall notify the affected school as soon as possible and advise them of the lockdown level. In the event of a Level 2 or 3 lockdowns, communications personnel will make every attempt, based on available resources, to have an officer deployed to the affected school, with School Resource Officers (SRO's) being the preferred option.

#### Determination of need for lockdown:

The determination for the need to institute a school lockdown in most cases will be the responsibility of the Incident Commander or highest ranking officer on scene (generally the Field Sergeant or Corporal) but can be made by any officer who believes that current circumstances dictate the need for such lockdown. In the event that a school lockdown becomes necessary, the affected school(s) should be notified as soon as possible via telephone to the school office. This notification should be made through the police department's communication center. The caller should obtain and provide the following information when feasible:

- Name of the school staff member being contacted
- Advise the school of the necessary lockdown and level
- Provide basic information regarding the need for the lockdown (including police activity, if possible)
- Estimated duration, if that can be forecasted
- Obtain the name of the school's point of contact, in the event an officer needs to respond (this should include contact numbers, including cell phone number and is typically the principal)
- Provide a number for the school to call back (in a Level 3 lockdown, Dispatch may be too busy to field additional calls and consideration may be given to using desk personnel, or other personnel as decided upon by the Watch Commander or his/her designee)

#### Notification of affected police department personnel:

A school lockdown has the potential to impact operations of the entire affected school district, as well as the police department and other city services. For this reason, it is essential that proper notification is made to affected personnel. Typically, notifications will be made by the on-duty Watch Commander, but may be made by the Communications Bureau in the event that the Watch Commander is unavailable or at his/her request:

- Field personnel should notify (or have Dispatch notify) the Watch Commander should a school lockdown be implemented
- The Watch Commander or his/her designee should notify the Chief of Police and Command Staff regarding school lockdowns
- The Chief of Police (or his designee) will be responsible for making notifications to the affected school district's superintendent
- The Chief of Police (or his designee) will be responsible for making any department level notifications (City Manager, City Council, etc.)
- The Watch Commander or Dispatch should notify the department's Public Information Officer (PIO) who will coordinate with the school district's PIO

#### Notification of affected school district personnel:

Schools should establish protocols for making necessary notifications in the event of a school lockdown. These notifications take into account the need to notify the following:

- School district personnel
- School administrators and faculty
- Students
- Parents of students

### School district personnel:

Because a school lockdown has the potential to create widespread concern within the community, it is essential that administrators of the affected school have a plan in place to notify their respective school district offices. School districts should establish notification guidelines and responsibilities as necessary to accomplish this task.

### School administrators and school personnel:

Schools should ensure that in the event of a lockdown, they have procedures in place to make necessary notifications to all administrators, as well as affected staff members, in order to ensure a safe environment for all involved:

- Schools may consider utilizing public address systems to make notifications (keep in mind that if you announce a lockdown over a PA system, you may cause unnecessary alarm for students)
- During Level 2 or 3 lockdowns, the school office, including the attendance office will be inundated with phone calls and may want to consider utilizing computers (mass emailing updates to staff) in lieu of telephones
- During Level 2 or 3 lockdowns, student accountability is important and schools are encouraged to develop a plan by which staff can utilize computers to notify the attendance office of any additional students that may have sought shelter in their classrooms (this frees up telephone communication for emergency calls and provides an electronic copy of attendance records, which is important because, during chaotic situations, information may not get relayed accurately over the telephone)

### Important Note:

Schools may want to consider a secondary location for operations, in the event that the school office becomes inaccessible. That secondary location should have the necessary equipment, including computers, phones, contact information, and phone numbers.



**Students:**

Schools should rehearse lockdown drills with their students to ensure that in the event of an actual lockdown, students understand the procedures. Additionally, since it has been proven that students will inevitably use cellular devices to communicate with parents and friends about the events occurring, it is suggested that schools use this effective device to their advantage by encouraging students to notify their parents that they are “OK” and providing updated information to parents about evacuations and student pick up areas.

By encouraging students to text their parents with updated information, schools have a better chance of reducing potential panic by controlling or dictating the message being disseminated.

Consideration should be given to having the responsible staff member (teacher) orchestrate a text from their students to the parents. For example:

The teacher can instruct his/her class: “Students, get out your cell phones and, together, we are going to put them on the ‘silent function.’ Now, I want you to type the following message to your parents, ‘Mom/Dad...I AM OK and SAFE, but the school is in lockdown. Do not respond to the school. They will not let you in until it is done. I AM OK. Either I or the SCHOOL will let you know when it is over.’”

**Parents:**

In the event of a school lockdown, parents will be understandably upset and concerned about the safety of their students. This leads to a potentially overwhelming burden on office personnel tasked with monitoring telephones. In order to reduce this burden, schools should develop or incorporate a method of electronic or cellular notification to parents. Commonly known as a “reverse phone system,” schools can send out mass phone messages, texts or emails, alerting parents to the fact that there is a lockdown in place and provide updates. Consideration should be given to send similar language as cited in the previous section concerning students sending texts.

Some school districts and cities utilize social media, such as Twitter and Facebook, as an additional means of providing information in times of crisis. Whichever method schools choose, certain basic information should be provided in a timely manner and schools should designate several staff members to be responsible for the dissemination of this information:

- School(s) that are affected
- Alternate pick-up sites for parents to respond in order to retrieve their student(s)
- Timely updates regarding the school lockdown
- Reassuring parents that their students are safe and giving updates as necessary

**Important Note:**

The school should designate a staff member with the responsibility for disseminating information. The Administrator or designee needs to approve the released information. This ensures that the most accurate and up-to-date information is being released and does not jeopardize safety or facility security, or create additional burdens for the school or law enforcement. Schools may want to consider creating a form for such releases, which include the message, signature of the person authorizing the release, and the time and methods in which the message was disseminated.

**S. Loss or Failure of Utilities**

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

- If water or an electrical line is broken, an effort should be made to turn off the water or power to the affected area and notify the school administrator immediately
- Upon notice of loss of utilities, the school administrator will initiate appropriate immediate response actions, which may include LOCKDOWN or EVACUATE BUILDING(S)
- The school administrator will notify the Maintenance and Operations Department and will provide the location and nature of the emergency
- The school administrator will notify the superintendent of the loss of utility service
- If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion

**T. Motor Vehicle Crash**

If an accident, such as a motor vehicle collision occurs on or near campus, or if a student or staff member is seriously injured on campus:

- Principal or designee will call 911
- Principal or designee will contact the school office to report the incident and any persons injured or trapped
- If NO buildings are in immediate danger, staff will instruct students to stay in their classrooms
- If buildings are damaged, staff will evacuate everyone from the building as appropriate
- Employees will maintain control of students and take roll
- If evacuated, wait for instructions from the administrator

**U. Plane Crash**

If an accident, such as a plane crash happens on or near campus, or if a student or staff member is seriously injured on campus:

- Principal or designee will contact the school office to report the incident and any persons injured or trapped
- If NO buildings are in immediate danger, staff will instruct students to stay in their classrooms
- If buildings are damaged, staff will evacuate all students and staff from the building as appropriate
- Employees will maintain control of students and take roll
- If evacuated, wait for instructions from the administrator

**V. Helicopter Landing**

On occasions, law enforcement or an air ambulance is required to land on a school campus. In the event that a school is to be used as a landing zone in an emergency the principal or designee should:

1. Contact the School Resource Officer to assist in the coordination of events between law enforcement and the school office
2. Notify all staff of the pending landing
3. Initiate a “Lockdown” restricting all students to their classrooms, canceling or postponing lunch and/or recess until the helicopter has departed from the campus
4. Notify the District Office and keep them updated on the circumstances

**W. Severe Heat Advisory**

In cases of an extreme temperature advisory, the following guidelines should be followed:

1. Outdoor activities by students and staff shall be modified to prevent heat stroke or heat exhaustion during hot weather.
2. When temperatures are 80 to 90 degrees Fahrenheit, the following precautions **shall be taken:**
  - a. Allow unrestricted access to water.
  - b. Provide adequate time (at least ten minutes per hour) for rest and cooling.
  - c. Carefully watch those athletes/students with a tendency toward obesity and those with a history of heat-related illness, for signs of hyperthermia.
  - d. During periods of moderate to high humidity, avoid prolonged vigorous activity.
3. When temperatures are 90 to 100° Fahrenheit, the following precautions shall be taken:
  - a. Avoid any prolonged vigorous activity, regardless of humidity level.
4. When temperatures are above **100° Fahrenheit**, the following precautions **shall be** taken:
  - a. All vigorous outdoor activity is to be avoided.
  - b. Limit outdoor activities to short periods of time.
  - c. Allow unrestricted access to water, even indoors.
  - d. Carefully watch those athletes and students with a tendency toward obesity for signs of hyperthermia.
  - e. Students with a history of heat-related illness shall remain indoors.
  - f. Limit athletic practices to short, non-vigorous workouts.

## **X. Psychological Trauma**

Crisis management at LHCSD specifies action during and subsequent to any emergency that may have a psychological impact on students and staff such as an act of violence; death of a student or staff member; an earthquake or other natural disasters; or a serious environmental problem. Emergencies like those described above usually produce one or more of the following conditions:

- The school administrator will establish a Crisis Intervention Response Team (CIRT) which has primary responsibility for providing necessary assistance after all types of crises
- CIRT will assess the range of crisis intervention services needed during and following an emergency
- CIRT will provide direct intervention service
- CIRT will advise and assist the school administration to restore regular functions as efficiently and quickly as possible
- In performing their duties, CIRT members will limit exposure to scenes of trauma, injury, and death
- CIRT will provide ongoing assessment of needs and follow-up services as required
- CIRT should be provided areas away from the incident



## **VII. School Safety Practices, Policies, and Procedures**

### **A. Child Abuse Reporting**

All employees of LHCSD are mandated reporters and are obligated to report any incidents of suspected child abuse to the appropriate agency.

**Child Abuse Reporting** – Call **714-940-1000** or **800-207-4464** (24-hour hotline)

In any investigation of suspected child abuse or neglect, all persons participating in the investigation of the case shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child victim.

### **B. Bullying Prevention**

The District believes every child is entitled to a safe school environment free from discrimination and bullying. Consistent with state and federal law, the District prohibits bullying and discrimination and provides a timely and effective complaint procedure for pupils who believe they have been the victim of bullying or discrimination.

The District also is mindful that, at times, behavior that is rude or insensitive may be constitutionally protected in the context of a public school environment. Such conduct can best be combated and prevented with effective strategies that involve pupils, parents and school employees in collaborative efforts to teach tolerance and ensure equal educational opportunities for all.

This policy applies to all of the District's students. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the La Habra City School District. (Educ. Code 234.1 (a).)

If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so. (Educ. Code 234.1(b)(1).)

#### **Reports**

Any employee who has knowledge of discrimination, harassment, intimidation or bullying shall inform the site administrator of the concern as soon as possible.

The site administrator shall notify the District's Nondiscrimination Officer within 24 hours.

Students who have knowledge of discrimination, harassment, intimidation or bullying are encouraged to inform a teacher or school administrator as soon as possible.

Students and parents may make such complaints anonymously by calling the Nondiscrimination Officer at the number below. Anonymous reports must provide sufficient corroborating evidence to justify the commencement of an investigation.

Because of the inability of investigators to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated.

Formal complaints regarding violations of this policy shall be made pursuant to the district's Uniform Complaint Procedure, Board Policy/Administrative Regulation 1312.3.

The District's Nondiscrimination Officer is: Mario Carlos, Ed.D. – (562) 690-2302

### C. Dress Code

The following should NOT be worn at school:

- Hats, caps or head covering other than for religious or medical reasons
- Halter tops, low tops, tank tops, bare midriff tops (all tops must completely cover midriff)
- Cutoffs, extremely short skirts/shorts (underwear should be covered by clothing)
- Clothing with unpatched holes, tears, unhemmed bottoms or slit cuffs
- Clothing that advertises such substances such as alcohol, cigarettes, drugs or utilizes double play on words, obscenities, profanity, or is suggestive in any way or may be deemed offensive by anyone
- Open toe shoes or shoes without backs
- Clothing that depicts illegal actions such as spray painting or use of firearms
- Hairstyles or colors which distract students from learning or present a safety hazard, such as hair that has been colored in shades which are loud and distracting (i.e., purple, green, pink, etc.)
- Hair which has been cut to, or grown to, styles or lengths resulting in distraction or safety hazard (i.e., Mohawks, faux hawks), hair with shaved designs (i.e., symbols, words)
- Jewelry which poses a threat to the health and safety of students or which by its size or appearance is distracting in the learning environment (i.e., jewelry with sharp edges or which is so long or dangling as to pose a safety hazard)
- There is no visible “body piercing” allowed, and it is preferred boys do not wear earrings and all students K-6 not to wear make-up or artificial nails

#### Additional Dress Standards:

The following attire is NOT to be worn at school:

- Insignias and logos of non-school sponsored organizations that may be associated with inappropriate activities
- Hooded sweatshirts and jackets must be worn with hoods down
- Belt buckles, jewelry, bandanas, stocking caps, hair nets, rags, gloves, biker wallets or other decorations with initials, inappropriate symbols or signs
- Any pants/shorts that are oversized and inappropriate for the wearer (all pants must fit and be worn at waist level)
- Tattoos may not be visible
- Any shirt with long sleeves which is dramatically oversized and inappropriate for the wearer, any oversized tee shirt, sweatshirt or polo shirt which has been modified with the addition of ironed-on creases or pleats on the front or back; net shirts
- Any clothing directly related to negative and/or inappropriate cultures

The Principal will handle decisions regarding the appropriateness of clothing. In the event there is a concern regarding clothes or appearance, parents may call the school or the school will contact the parents.

**D. Attendance/SARB Policy**

<b>Unexcused Absences</b>	<b>Excused Absences</b>
<p>3<sup>rd</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator.</li> <li>2. Send 1<sup>st</sup> unexcused SARB letter to parents indicating student is truant.</li> <li>3. Send log to CWA monthly.</li> </ol>	<p>3<sup>rd</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Monitor absences and document how the absence was verified and why. Determine if a health issue exists.</li> <li>2. Monitor patterns: Monday/Friday or certain days.</li> </ol>
<p>6<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator.</li> <li>2. Send 2<sup>nd</sup> unexcused SARB letter to parents and log to CWA.</li> <li>3. Site administration will schedule a Group Attendance Intervention Meeting (GAIM) with parents(s) to resolve attendance issue.</li> <li>4. Parents sign the pre-SARB contract.</li> </ol>	<p>6<sup>th</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Continue to monitor absence.</li> <li>2. Determine if a health issue exists.</li> <li>3. Determine if excessive absences notice should be sent when not related to health issue.</li> <li>4. Excused letter #1.</li> </ol>
<p>9<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator.</li> <li>2. Submit home visit request form to CWA.</li> <li>3. Principal or designee meets with student and parents to discuss absence.</li> </ol>	<p>9<sup>th</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Conduct a 1<sup>st</sup> attendance RtI to address impact absences are having on educational performance and develop a plan for improvement.</li> </ol>
<p>12<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. CWA office will send out 3<sup>rd</sup> SARB truancy letter.</li> </ol>	<p>12<sup>th</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Excused letter #2.</li> </ol>
<p>15<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator to submit a referral to SARB.</li> <li>2. CWA will send SARB letter to parent for a mandatory meeting.</li> <li>3. SARB panel will review documentation and make recommendations.</li> </ol>	<p>15<sup>th</sup> or more excused absences</p> <ol style="list-style-type: none"> <li>1. Conduct 2<sup>nd</sup> attendance RtI meeting.</li> <li>2. Team determines if SARB is appropriate.</li> </ol>
<p>If truancy continues, CWA will schedule 2<sup>nd</sup> SARB meeting for further interventions. CWA will refer parents to the District Attorney meetings.</p>	<p>If absences continue, parent will be referred to SARB. Panel will determine plan of action: Social Services, La Habra Police Department, District Attorney Meetings, and Family Counseling, etc.</p>

**E. Visitor/Volunteer Policy****Classroom Visitation**

La Habra City School District believes that parents are important partners in the success of our school program and welcomes parents and professionals to visit our school sites. In the effort to maintain the integrity of instruction, ensure student confidentiality, maintain a safe school environment and minimize disruption of the instructional process, LHCS D has developed visitation guidelines which are available in the school office. Please check-in at the office for an I.D. badge before going to the classroom.

**Purpose of the LHCS D School Volunteer program:**

The purpose of the LHCS D School Volunteer Program is to enhance student achievement by engaging and leveraging the rich talents and expertise of our local school communities.

School volunteers:

- Reinforce classroom learning by assisting teachers in classrooms with non-instructional tasks
- Support school personnel in the effective operation of schools
- Promote positive partnerships between the home, schools and the community
- Serve as positive role models for students by helping students develop a more positive attitude about themselves, schools and communities

**Section I: Volunteer Application Process**

Individuals are not allowed to begin a volunteer school assignment until the following are completed:

- Volunteer Application Form
- Criminal History Declaration Form
- Expectation and Requirement Form

Volunteers serving at more than one LHCSd school must have a completed application for each school/office on file.

Volunteers serving less than 16 hours per week at a site do not need fingerprinting clearance but need to be checked against the Megan's Law website.

Student Teachers and School Counseling Interns shall be referred directly to the District's Human Resources Department at ext. 80103.

## **Section II: Health And Safety**

**Tuberculosis Clearance:** Tuberculosis (TB) clearance must be presented to school personnel as part of the application process. All TB clearances must be within the last four years prior to the individual starting volunteer service. TB clearances that are older than four years from the time the volunteer application is submitted will not be accepted. ***TB clearance is the responsibility of the volunteer.***

**Sex Offender Statement and Megan's Law:** The school principal or an acceptable designee must check all volunteer applicants against the California Megan's Law online database for sex offender clearance at <http://www.meganslaw.ca.gov/>. Any volunteer applicant whose name appears on the Megan's Law list and is required to register as a sex offender is prohibited from serving as a school volunteer in any capacity including individuals participating in one-time activities.

### **Required for persons volunteering for more than 16 hours per week:**

- **Fingerprinting (Background Clearance):** Fingerprinting by the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) is required prior to the school's submission of the individual's application.
- Fingerprinting must be conducted through LHCSd. Schools with volunteer applicants requiring fingerprinting must contact Classified Personnel at ext. 80302.
- LHCSd employees desiring to participate in a school volunteer program do not have to resubmit a Fingerprinting Application; however, LHCSd employees must complete a volunteer application.

**Section III: Exceptions**

I. Volunteer Applications **NOT** required but verification on Megan's Law website required for the following individuals:

- Parents observing their child's classroom and who remain under the direct supervision of an administrator or designee at all times
- Individuals participating in one-time activities where there is limited contact with students or staff and supervision is provided by a certificated District employee. Examples include:

Chaperoning dances or one-day field trips (under 16 hours in duration)

Providing clerical functions that do not involve access to confidential documents or information

Guest speaking engagements

Job-shadowing events from local universities (less than 16 hours in duration)

Field Day

- School volunteers, like all campus guests, are required to sign in at the school office upon entering the school premises and sign out when they exit the campus.

**Additional Policies and Regulations Related to Student Safety**

Please see Board Policies and Administrative Regulations for more information about the following:

**Bomb Threats** AR 3516.2

**Bullying** BP 5131.2

**Child Abuse Prevention and Reporting** BP 5141.4/AR 5141.4

**Comprehensive Safety Plan** BP 0450/AR 0450

**Discipline** BP 5144/AR 5144

**Disruptions** BP 3515.2/AR 3515.2

**Dress and Grooming** BP 5132/AR 5132

**Earthquake Emergency Procedure System** AR 3516.3

**Fire Drills and Fires** AR 3516.1

**Gangs** BP 5136

**Hate-Motivated Behavior** BP 5145.9

**Nondiscrimination/Harassment** BP 5145.3/AR 5145.3

**Student Disturbances** BP 5131.4/AR 5131.4

**Search and Seizure** BP 5145.12/AR 5145.12

**Sexual Harassment** BP 5145.7/AR 5145.7

**Suspension and Expulsion/Due Process** BP 5144.1/AR 5144.1

**Suspension and Expulsion/Due Process (Students with Disabilities)** AR 5144.2

**Transportation Safety and Emergencies** AR 3543

**Visitors/Outsiders** BP 1250

**Weapons and Dangerous Instruments** BP 5131.7/AR 5131.7

**Student Handbook:** A copy of El Cerrito Elementary School's student handbook is available in the school office and on our website.



# **La Habra City School District**

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**Ladera Palma Elementary School  
2151 E. Brookdale Ave.  
La Habra, CA 90631  
562-690-2348**



## **COMPREHENSIVE SAFE SCHOOL PLAN 2021-2022**

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**Introduction**

Ladera Palma Elementary School has a responsibility to provide for the safety of all students and staff in an emergency. An emergency or crisis may affect a single classroom, a building, or the entire school. The plans and procedures found in this Comprehensive Safety Plan provide teachers with a quick review of the steps to take in the event of an emergency on campus.

Safety drills for earthquakes, fires, and other disasters are held regularly to assure the safety of all students. Our school conducts monthly fire and earthquake drills. Lockdown drills are routinely performed. Each teacher reviews emergency procedures with students in order for our pupils to be well prepared. Our team regularly reviews and modifies adaptations to emergency procedures for students with disabilities. These adaptations are communicated with support personnel and practiced in conjunction with school-wide drills.

In the event of an actual disaster, children will remain in the protective custody of school personnel. An emergency card is on file to ensure that students are released to authorized adults. The school is equipped with food, water, and first aid kits. It is essential for parents to keep emergency names and phone numbers up to date at all times.

## **I. The Comprehensive School Safety Plan Overview**

The Comprehensive School Safety Plan (CSSP) is required by the Education Code (32282-32289). It is to be reviewed and updated annually by March 1 and submitted for approval to the School Site Council as well as to the District's governing board. The contents of the CSSP should include information assessing the status of school crimes committed on school campuses and at school-related functions, strategies, and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on policies, or procedures, and how you may become involved with school safety programs, please contact:

Dr. Rosamaría Murillo, Principal  
Ladera Palma Elementary  
2151 E. Brookdale  
La Habra, CA 90631  
(562) 690-2348  
[rmurillo@lahabraschools.org](mailto:rmurillo@lahabraschools.org)

Prepared by:

Safety Planning Committee  
School Site Council

- The Comprehensive Safe School Plan was presented at School Site Council on 2/17/2022.
- The Comprehensive Safe School Plan was presented to the public on 3/10/22.

A copy of the CCSSP is available for review at the Ladera Palma office and at the La Habra City School District Office. In addition, the CSSP is available on the District website at [www.lahabraschools.org](http://www.lahabraschools.org).

## II. General School Information

### A. School Profile

Ladera Palma School is located in the city of La Habra and serves approximately 563 students in grades TK – 6. This elementary school offers a comprehensive curriculum in both English and Spanish, as we are a Dual Immersion School. We offer a 90:10 Dual Immersion instructional model.

### B. Safe School Mission

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention with emphasis on high expectations for student conduct, responsible behavior, and a respect for others.

### C. School Safety Committee Membership

Ladera Palma – School Safety Committee 2021-2022	
Name	Title
<a href="#">Ingrid Zapiain</a>	School Psychologist
Adrienne Navarro	MTSS TOSA
Officer Boss	School Resource Officer
Alejandra Lopez	Office Manager and Parent
Yunnuen Alonso	Teacher and Parent
Genesis Rodriguez-Araiza	Teacher
Yaxaira Chavez	Teacher and Parent
Maritza Miller	Teacher
Dr. Rosamaría Murillo	Principal

**D. School Site Council Membership**

Education Code Section 35294.2(e) requires that the Comprehensive School Safety Plan be reviewed and updated annually by the School Site Council.

The School Site Council for Ladera Palma School during the 2021-2022 school year is comprised of the following individuals:

<b>Ladera Palma Elementary – School Site Council 2021-2022</b>	
<b>Name</b>	<b>Title</b>
Alejandra Lopez	Office Manager
Brenda Valencia	SSC Chairperson/Teacher
Yunnuen Alonso	Teacher
Luis Oliveros	Teacher
Regina Cuadra	Parent
Aracely Brito	Parent
Francis Bonales	Parent
Christopher Mendoza	Parent
Teresa Chavez	Parent
Dr. Rosamaría Murillo	Principal



### III. Safe School Reports

#### A. School Crime Status

Ladera Palma School does not experience high incidents of crime on campus or during school-related functions.

2020-2021 Summary Data	
Total Suspensions:	0
Total Expulsions:	0

*This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled.*

#### B. Safe School Assessment Resources

The following resources were analyzed to develop an understanding of current conditions on school safety and standard practices, in addition to developing a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- Parent Surveys
- Student Engagement Survey
- Organization and Planning Survey
- Facilities Inspection Tool

#### **IV. Emergency Response Teams and Support Personnel**

##### **A. Administration**

- Principal: Rosamaría Murillo
- MTSS TOSA: Adrienne Navarro
- School Psychologist: Ingrid Zapiain
- Assembly Area Captain: Cristina Jarrin
- Team Leader #1: Graciela Gomez
- Team Leader #2: Lorena Cortez
- Team Leader #3: Yunnuen Alonso
- Team Leader #4: Sara Ortiz

##### **B. Command Center**

- Principal: Rosamaría Murillo
- School Office Manager: Alejandra López

Duties:

Principal will:

1. Assist in the flow of communication
2. Assist in the dispersal of students
3. Direct operations and governance
4. Request and/or receive reports from staff members

Office Manager will:

1. Develop a resource log
2. Record the time of all requests of resources, (i.e., fire department, police department, etc.), in the resource log
3. Record times of arrival for all support personnel in the resource log
4. Record other major incidents that take place, such as orders from the La Habra Police Department for lockdown, evacuation, or all clear

Equipment/Supplies:

- Digital two-way radio
- Emergency microphone/megaphone system
- Clipboard, notepad, writing utensil

Location of Command Center:

- At lunch benches

##### **C. Assembly Area Team**

## Team Leaders:

Graciela Gomez - Teacher

Team Members – (300 Building)

Lorena Cortez- Teacher

Team Members- (200 Building)

Yunnuen Alonso – Teacher

Team Members – (400 Building Teachers)

Sara Ortiz – Teacher

Team Members – (500 Building Teachers, Speech Therapist)

## Duties:

## Team Leaders will:

1. Collect student accountability forms and roll sheets
2. Inform administration of any issues specific to their team

## Assembly Team Members will:

1. Organize and supervise students assigned to them
2. Take attendance and complete student accountability forms
3. Coordinate with EOC regarding student release procedures
4. Maintain calm climate
5. Distribute food, water, and emergency supplies as needed
6. Administer first aid as needed

## Equipment/Supplies:

- Attendance rosters
- Pencils
- Student accountability forms
- Family emergency plan checklist
- Classroom first aid kit

## Location:

- Field-Grass Area- Upper field (Grades 2nd-6th/ASES); Kinder field (TK-Kinder and 1st grade; 206/201 Staff)
  - Students will stand in line according to classroom number

**D. Assembly Area Captain**

Cristina Jarrin – Community Liaison

Ingrid Zapiain – Psychologist

Duties:

Assembly Area Captain will:

1. Take a leadership role in the absence of the principal
2. Take class attendance, move to the front of the assembly area
3. Receive classroom attendance count from assembly team
4. Report attendance count to the command center
5. Oversee assembly area
6. Assist with first aid in assembly area as needed

Equipment/Supplies:

- Clipboards
- Pencils
- Area class rosters/attendance
- Safety vest
- Two-way radio

**E. First Aid Team**

Angelica Jimenez/ Nicole Ahuero Vivo – RSP teacher/Health Tech  
Imelda Macedo – Clerk Typist

Duties:

The First Aid Team will:

1. Administer first aid and record information of injury(s) and treatment
2. Prepare first aid supplies at the request of the command center
3. Administer first aid and record information of the extent of injuries
4. Receive information from the search and rescue teams
5. Maintain a first aid log of injuries that have been reported by search and rescue
6. Determine the need for additional medical assistance
7. Dispatch personnel to other areas as needed

Equipment/Supplies:

- First aid cards
- First aid supplies
- Stretcher
- Blankets
- Wheelchair
- Two-way radios
- Clipboards
- Pencils
- Safety vests

**F. Fire Team**

Daniel Nungaray – Day Custodian

Richard Argomaniz – Evening Custodian

Duties:

Fire Team will:

1. Secure area and evacuate students and staff, if necessary
2. Confirm the existence and location of the fire
3. Notify the command center of existing fire(s)
4. Receive input from the Search and Rescue Team
5. If needed, use appropriate fire control equipment to rescue

Equipment/Supplies:

- CO2 Fire Extinguishers
- Gloves
- Blankets
- Helmets
- Two-way radios
- Safety vests

Assigned Areas:

- Areas affected by the fire and surrounding areas

**G. Search and Rescue Teams**

Team #1 – Graciela Gómez and Yaxaira Chávez - Teachers

Team #2 – Yunnuen Alonso and David Zavala - Teachers

Team #3 – Sara Ortiz and Veronica Arriaga Hernandez- Teachers

Team #4 – Danny Nungaray and Debbie Boswell- Day Custodian & Cafeteria Supervisor

Team #5 – Lorena Cortez and Guadalupe Pulido- Teachers

Team #6- Alexis Jaimes and Luis Oliveros- Teachers

Duties:

Search and Rescue will:

1. If they are classroom teachers, release their students to their buddy teacher
2. Report to the first aid station to receive team assignment
3. Sweep through assigned area
  - a. Check each room vocally, visually and physically
4. Report any injuries to the first aid/command center stations using two-way radio
5. Extinguish small fires using classroom fire extinguishers
6. Upon completion of the search, report to first aid team to assist with injuries, if needed
7. Turn in search and rescue assessment forms to the command center
8. Return to assembly area upon completion of all duties

Equipment/Supplies:

- Clipboards
- Search and rescue assessment forms
- Tape
- Flashlights
- Gloves
- Hard hats
- Safety vests
- Two-way radios

Search areas:

- Team #1 - Classrooms and bathrooms in 300 building
- Team #2 - Classrooms and bathrooms in 400 building
- Team #3 - Classrooms and bathrooms in 500 building
- Team #4 - Kitchen and bathrooms in the cafeteria building
- Team #5 - Portables-308-312, library, 201-206 classrooms

**H. Cafeteria and Custodial Team**

Andrea Franklin (sub) –Kitchen Lead

Danny Nungaray - Day Custodian

Richard Argomaniz – Evening Custodian

Duties:

Cafeteria and Custodial Team will:

1. Shut off utilities after necessity is determined
2. Lock or unlock gates to provide egress for emergency services
3. Set up tables and chairs at the command center, first aid station, and the parent communication center
4. Determine resources that are available for immediate school use:
  - a. Water, food, power, radio, telephone and sanitary conditions
5. Report extent of damage to the command center

Equipment:

- Tools and toolbox
- Emergency organization plan
- School maps
- Cooking and serving utensils
- Two-way radios



**I. Parent Communications Team**

Alejandra López- School Office Manager

Duties:

Parent communication team will:

1. Set up the parent communication center
2. Display “Parent Communication Center” signs
3. Verify parent/guardian identification on emergency student release cards or the Family Emergency Plan Checklist prior to releasing students
4. Maintain emergency release log of all students released from campus
5. Check off, from the school roster, the names of all students released from campus

Equipment:

- Emergency student release cards
- Class roster
- Emergency release log
- Student support team release notes
- Parent communication sign
- Two-way radio
- Keys
- Clipboard
- Pencil/Pens

Location of the Parent communication center:

- Adjacent to the command center

**J. Support Personnel****School Resource Officer**

The School Resource Officer (SRO) is the sworn member of the La Habra Police Department (LHPD) assigned to deal with Law Enforcement related activity involving any actions in which students of La Habra City School District (LHCSD) are suspects, witnesses or victims or crimes in which the District is the victim.

In addition, the SRO will:

- Serve as a member of the Student Attendance Review Board
- Act as a liaison between the LHCSD and the LHPD
- Provide referrals as needed
- Notify school administration when law enforcement activity off campus has repercussions that affect the school
- Assist in the investigation of ongoing crimes involving LHCSD students, which requires their contact during school hours

## **V. Preparing for an Emergency and Site Maps**

### **A. Before an Emergency**

It is important for the school to be surveyed with evacuation in mind. This includes identifying potential hazards both inside and outside:

#### Inside

- Suspended ceilings, hanging light fixtures
- Large windows not protected against shattering
- Bookcases, cabinets, computers, TV's, VCR's and projectors
- Storage areas with cleansers, paint or hazardous materials

#### Outside

- Places where the natural gas supply, water, sewer or electrical grids cross the site
- Power lines and electric shock hazards such as fences and metal buildings
- Areas near buildings and covered walkways where debris, roof tiles or glass may fall
- Routes past concrete walls
- Trees

#### Additional Preparation

- Designate evacuation routes without overhead hazards and other types of hazards
- The needs of students with disabilities should be considered when planning an evacuation
- Assembly areas should be as close to the evacuated facility as safe
- Establish alternate routes to the designated assembly areas
- As staff plans their evacuation routes, always make sure they know what they want to do and where they want to go
- School emergency plans should be reassessed after every emergency and modified as needed
- Necessary changes are to be reported to the administrator
- Staff will be trained to implement the plan
- Exercises will be conducted monthly each school year
- Alternate routes and methods will be practiced
- Substitutes, temporary faculty, and staff should review these emergency response guides before beginning class or work
- Employees are to be prepared to receive students who may be evacuated from another school
- Identify those employees responsible for securing student medicine and emergency cards

**B. Emergency Two-Way Radio Communications**

The District's two-way radios are assigned to each school site. Channel 1 is for emergency use only. In the case of an emergency, when landlines and cell phone communications have been interrupted, all communication over the two-way radios shall be limited to that of an emergency nature.

All administrators are to practice using their two-way radio during drills.

**Use of Two-Way Radio Communications**

During a District-wide drill or a real emergency, all sites shall use the Emergency Channel to communicate with the District Emergency Operations Center (EOC). No one shall proceed with transmission before they identify themselves and their location (i.e., site) prior to transmitting a message.

When applicable, the school site administrator in possession of the digital hand-held radio should turn it on as soon as possible during or following an emergency that has affected the landlines and cell phone communications with the District Office.

If an emergency occurs, which has only affected your school and you have lost landlines and cell phone communications with the District Office, turn on your District digital two-way radio, identify yourself and your site location, wait for an acknowledgment and proceed with your transmission.

Following a natural disaster, such as an earthquake, the school site administrator should not attempt to transmit a message until the District EOC center begins the roll call unless there is a life-threatening injury or situation.

The roll call is as follows:

When the District EOC Incident Commander says, "Beginning roll call," the school site administrator should prepare to identify himself/herself and give an assessment of injuries and/or damage to the site.

## Evacuation Should Never Be Automatic

There may be more danger outside than inside. There may be no safe assembly areas outside. There may be no clear routes to get outside.

Teachers are to survey their classroom to see if it is safe to stay inside. It may be safer inside the classroom, even in the dark, than outside in danger. Before a decision is made to vacate a classroom or school, it must be determined if there is a safe route and a safe place to assemble the students.

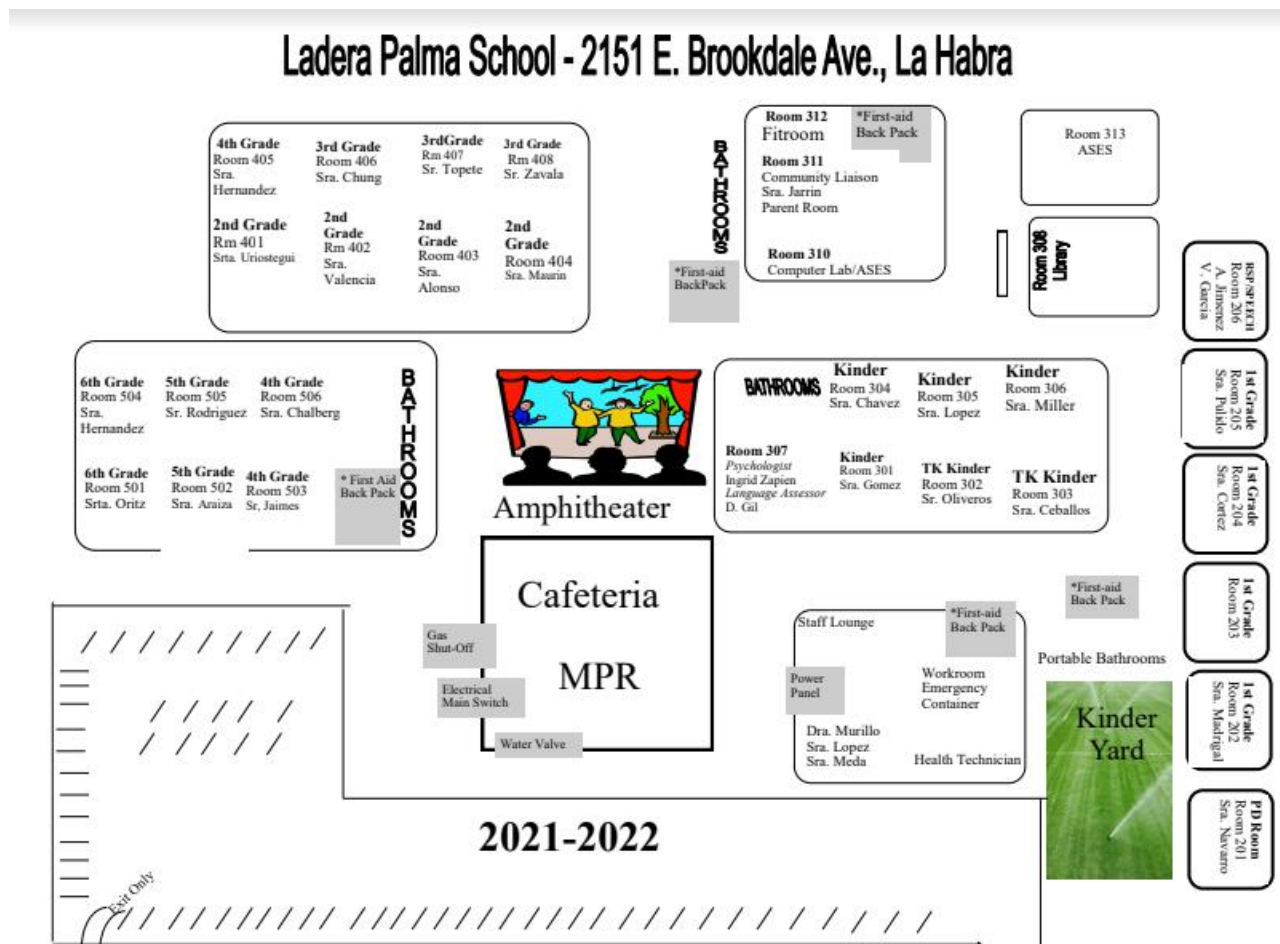
### Administrators

- When an emergency occurs, assess the situation and notify the School Resource Officer and Superintendents' Office
- Determine what is going on outside and inside the site
- Evaluate the short and long-term effects
- If needed, call 911 and request assistance
- Decide whether to keep students and staff in place or to evacuate all or part of the student body
- Contact teachers and staff to inform them of the situation
- Initiate initial response actions
- Mobilize your emergency management organization
- Determine the safest course of action
- Establish preferred routes and where to place the assembly area
- Formulate an incident response plan
- Communicate your directions to faculty, staff, and students by telephone, two-way radio, PA system, intercom or runners
- Notify District Public Information Officer (PIO).
- Follow up to see that your instructions were carried out as intended
- As needed, modify your plan to meet new needs or contingencies
- Keep the District informed of your status and needs

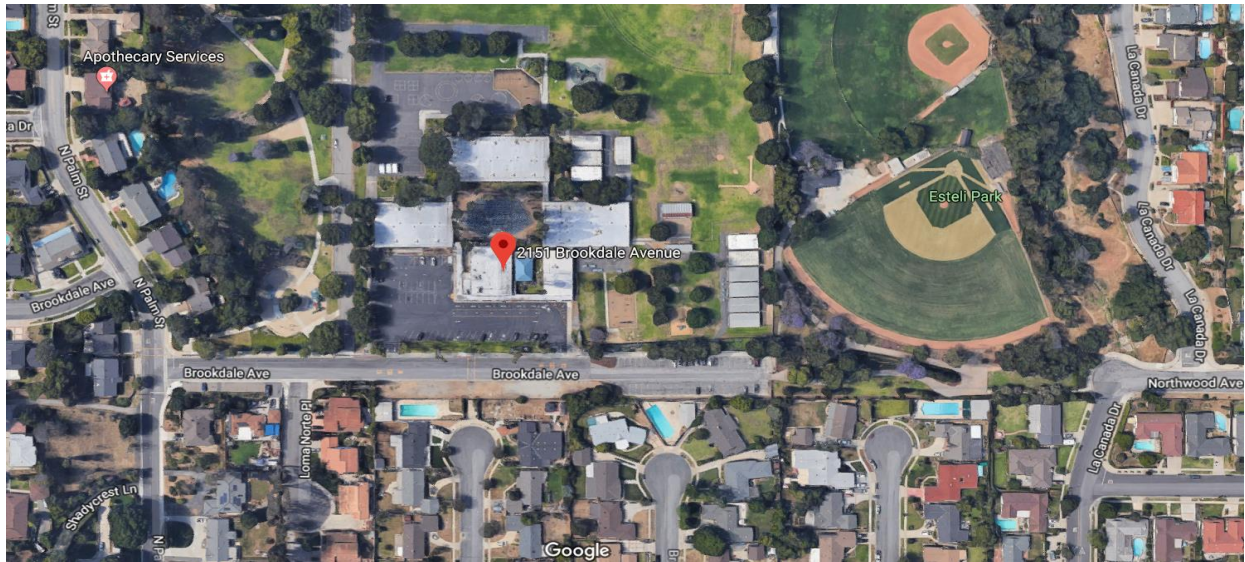
### Faculty/Staff

- When an emergency occurs: DO NOT automatically move students into the corridor or outside the building
- Evaluate the situation and inspect the area for hazards and dangers
- If a long period of time has elapsed and you have received no instructions, you will need to decide whether to remain or to evacuate
- If you need to move, determine the safest way to move your students and decide where you are going before you depart
- Account for your students before you leave the classroom and after you arrive at your safe site
- Take your roll sheet
- Once you get to the assembly area, communicate your whereabouts to the Superintendent's Office

C. Site Map – Evacuation Plan



**D. Safe Ingress and Egress to School**



**Site Evacuation**

If the administrator in charge decides that imminent danger to life exists, he/she may order an evacuation. Evacuation will be made in accordance with the site evacuation plan. Take your two-way radio with you to communicate your progress/problems with the Emergency Operations Center.

Students who are capable of walking will stay on the sidewalks and proceed to the next designated alternate site. The primary assembly area will be:

Field – Upper Field Grass Area

The secondary assembly area will be:

Front Parking Lot

- To evacuate by bus, the administrator in charge is to contact the Emergency Operations Center who will contact the transportation provider to arrange to have busses dispatched to the site for student/staff pick up
- Busses will drop off students at the nearest alternate site
- The assembly area will be the field area
- The EOC will contact the Superintendent and the Emergency Services Coordinator advising them of the status (number of student/staff and others to be transported)
- Students will be released only to individuals listed on the emergency card
- Notification must be left at the school site indicating the address where students have been relocated
- The administrator in charge will direct all further action

Off-Campus Emergency Evacuation Sites:

Plan A: Sierra Vista School parking lot on Whittier Blvd.

Plan B: Stater Brothers parking lot at the corner of Whittier Blvd. and Harbor Blvd.



## **E. On-Site Assembly Area**

Primary/Short Term: **Upper Field – Grass Area and Primary Playground**

Secondary /Long Term: **Cafeteria**

1. Take roll count of students and report findings to the administrator in charge
2. Assess medical needs
3. Request assistance as needed
  - The Maintenance Department will act as the Emergency Operations Center (EOC) for the District. The District EOC will have the ability to contact and request assistance from the City. Requests for additional assistance will be made through the City's EOC to the county operations area.
  - The School District EOC, after the emergency, will begin contacting all schools in alphabetical order starting with elementary schools to ascertain damage assessment and needs requirements. If an emergency exists at your site, feel free to break in and communicate your needs. (Use Emergency Channel 1).
  - If the District cannot dispatch help, then the City EOC will be contacted to request assistance/aid.
  - When the La Habra Police Department responds and sets up a command post, the Principal or their designee shall partner with the officer and respond to the command post.
4. Provide medical care
5. Provide for mass care needs (i.e., food, water, shelter, sanitation)
6. Do not light fires or touch fallen wires
7. Be alert for instruction from the administrator in charge
8. Do not attempt to enter a building until it has been declared safe by an authorized official
9. During a major emergency incident, students will only be released to the parent, guardian or the adult specified on the emergency card\*

\*There shall be no exceptions to the policy. Students who are not picked up by their parents may be transported to another shelter. Emergency response personnel may not arrive at school for several hours. It will be the school's responsibility to care for students and staff.

Afterschool on-site programs such as ASES (Boys and Girls Club) and Kid Zone will follow all drills and emergency procedures. If any emergencies occur after or before school hours, the site leads will follow the procedures and protocols found in this plan for evacuation and reporting to the appropriate authorities. They can contact on-site custodial staff for any support on campus and alert the district, principal and their program administrators for any support.

## **VI. Emergency Response Plans**

### **A. Armed Assault on Campus**

An armed assault on campus involves one or more individuals who attempt to take hostages or cause physical harm to students or staff. Such incidents may involve a sniper, an intruder, gang warfare, civil unrest, hostage situation, or police activity such as a stakeout or vehicle pursuit.

Initiate warning system to alert staff:

1. The Principal/Designee will call 911, and then notify the Superintendent's Office
2. The extent of the emergency will dictate the course of action needed. The Principal or their designee will take appropriate action to assure that students and staff, if outdoors, return to and remain inside the buildings. All outside doors should be locked
3. Upon return to buildings, teachers will initiate roll call
4. Staff should take steps to calm and control students in all areas of assembly or shelter
5. Students and staff will remain indoors with lights off and keeping away from all windows until law enforcement confirms that the emergency no longer exists

**B. Armed Student(s) – Possession Only**

Any staff member must report to the school administration if a student is suspected of having a weapon on campus.

**\*\*DO NOT** approach the student

**\*\*Stay** calm

**\*\*In** the safest manner possible, contact the administrator

**\*\*DO NOT** attempt to retrieve the firearm

**\*\*DO NOT** restrain or discipline the student

When an administrator or law enforcement arrives, discuss the following:

**\*\*Room** number

**\*\*The** name of the student

**\*\*The** exact location of the student in the classroom

**\*\*Type** of weapon suspected

**\*\*Location** of the weapon

**\*\*Number** of students in the classroom

**\*\*Demeanor** of the student and any other useful information

If the student brandishes the weapon, see “Hostage Situation Procedure.”

**C. Animal Disturbance**

This procedure should be implemented when the presence of a dog, skunk, coyote, mountain lion, snake or any other animal threatens the safety of students and staff.

Principal or their designee will notify the School Resource Officer or call 911 as the circumstances would dictate.

The Principal or their designee will initiate the appropriate actions, which include LOCKDOWN or EVACUATION from the affected area.

Upon discovery of an animal, staff members will attempt to isolate the animal from students. If the animal is outside, students will be kept inside. If the animal gets inside, then the students will remain outside. It is suggested closing doors or locking gates as a means to isolate the animal.

The La Habra Police Department's Animal Services Division should be notified in a timely manner.

**D. Biological/Chemical Release**

Inside the classroom:

- Faculty/Staff will inform the principal
- Evacuate the building in a safe manner upwind of the affected area
- The Principal will have security/utilities team isolate and restrict the area
- Faculty/Staff will turn off local fans, close windows, shut down building's air handling system
- Faculty/Staff will check for any students having any contact with hazardous substance/s

Outside the classroom and localized:

- The Principal will direct staff to remove students from the affected area and proceed upwind of area
- The Principal will call 911
- Security/Utilities team will isolate and restrict affected area Faculty/Staff will turn off local fans, close windows, shut down building's air handling system
- Faculty/Staff will check for any students having any contact with a hazardous substance
- The Principal will notify the Superintendent's Office

Surrounding Community:

- The Principal will be informed or will determine if a potentially toxic substance has been released into the atmosphere
- The Principal will initiate an evacuation or lockdown if necessary
- Security/Utilities team will turn off all local fans, shut down building air handling system, lock doors and windows, seal gaps under windows with wet towels or duct tape, seal vents and turn off sources of ignition as practical
- All students located outdoors will be directed to proceed immediately to nearby classrooms or buildings
- The school will remain in lockdown mode until an appropriate agency provides the clearance
- The Principal will notify the Superintendent's Office

**E. Bomb Threat**

Any person receiving a telephoned bomb threat should:

- Keep the caller on the line as long as possible.
- Alert the administration in an appropriate manner.
- Try to determine the age and sex of the caller.
- DO NOT take any chances and contact the school administrator for every threat.
- Leave environment where the bomb is supposed to be as is (i.e., if the door is open, leave open; if lights are on, etc.)
- When directed to do so, evacuate all students and staff from threatened area or buildings.
- Do not remove anything from the classroom and instruct students to leave all backpacks behind.
- If a device is located or observed DO NOT TOUCH IT or MOVE IT.
- Evacuate and wait for further instruction.
- Expect the police department to ask the staff if they had seen anything out of the ordinary.
- School personnel should not search for the device or enter the area.

**F. Demonstration/Walkout**

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

- Faculty/Staff will notify school administration immediately.
- The Principal will call 911.
- School administration will initiate appropriate response action, which may include a LOCKDOWN.
- School administration will notify the Superintendent's Office.
- School security will immediately proceed to the front of the school and control the campus.
- School administration will designate staff to accompany students going off campus for supervision and to notify law enforcement.
- Students not participating in the unlawful demonstration will remain in the classroom.
- Teachers will close and lock doors; all staff will close window coverings.
- School administration will notify parents of the incident as appropriate.

**G. Disorderly Conduct**

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

THE GOAL IS TO CALM AND CONTROL THE SITUATION AND ATTEMPT TO ISOLATE THE PERPETRATOR FROM OTHER STAFF AND STUDENTS TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

- The Principal will notify the School Resource Officer or call 911 as the circumstances dictate.
- The Principal will initiate appropriate immediate response actions, LOCKDOWN or EVACUATION.
- The Principal will assign a staff member to meet police and escort them to the location of the disturbance.
- The Principal will contact the Superintendent's Office as soon as practical.
- Classes should remain in session until law enforcement determines the situation is under control.
- If the perpetrator is a student, police will decide if or when to contact family.

School personnel at the scene of the disturbance:

- Clear bystanders and encourage students to "go about their business" and not get involved
- Intervene to defuse the situation to the extent possible without threatening your own or staff safety



**H. Earthquake**

If inside a building:

1. Implement “DROP, COVER, HOLD ON” and do not face the windows
2. Take precautions against falling objects
  - a. Get beneath a desk, table or bench and assume Drop, Cover and Hold position (kneeling with hands on head)
  - b. If cover is unavailable, get against an inside doorway or crouch against wall and cover head
  - c. Stay away from outside walls and area where there are large panels of glass or heavy suspended light fixtures
3. After the earthquake is over and the ground has stopped shaking, evacuate to the assembly area via designated evacuation route. (Beware of fallen objects, electrical wires, etc.)
  - a. Implement “buddy system” to handle any injuries (i.e., one teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes)
4. Take roll at assembly area, report information to assembly captains, and report to duty stations

If outside:

1. Implement “DROP, COVER, HOLD ON”
2. After the earthquake is over and the ground has stopped shaking, evacuate to the assembly area. (Beware of fallen objects, electrical wires, etc.)
3. Take roll at assembly area, report information to assembly captains and report to duty stations

Materials Needed for Evacuation:

1. Emergency Folder
  - a. Emergency procedures
  - b. Evacuation map
  - c. Class rosters
  - d. Classroom attendance count
  - e. Notepad and pencil
2. First Aid Kit

**I. Explosion/Risk of Explosion**

In the event of an explosion or risk of an explosion, such as those caused by leaking natural/LP gas or other causes, the following actions will be needed:

1. Faculty/Staff will give the command to “Drop-Take Cover.”
2. Site Administrator will call 911
3. If the explosion occurred within a building or threatens a building, the staff should immediately implement action to evacuate the building
4. Sound the fire alarm
5. Move to an area of safety as far away from the hazard as possible and maintain control of students
6. Render first aid as necessary
7. Use a fire extinguisher if appropriate (Note: Staff should be aware of locations and proper use of fire extinguishers)
8. Take roll
9. The administrator will direct further action as required
10. Students and staff should not return to the school until the Fire Department Officials and Law Enforcement declare the area safe
11. The Administrator will assess the situation and call the District Office Disaster Preparedness Coordinator as soon as practical
12. Students/staff will evacuate buildings in a direction away from the threat of explosion and move to a location upwind and as far away from the site as possible
13. Take roll again
14. The site administrator will direct further action as necessary

**J. Fight/Large Group Disturbance/Riot**

THE GOAL IN THIS SITUATION IS TO PREVENT ESCALATION AND CONTAIN THE AREA TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

School Personnel:

- Notify the School Resource Officer
- The principal/designee will call 911
- The principal/designee will meet police and escort them to the location of the disturbance.
- School personnel should contact school resource officer immediately.
- Faculty/Staff will hold classes, if in session until law enforcement determines the situation is under control.
- Clear bystanders and encourage students to “go about their business” and not get involved
- Intervene to defuse the situation to the extent possible without threatening your safety or the safety of your staff
- The administrator will inform the Superintendents’ Office as soon as possible

**K. Fire on School Grounds**

If a fire starts anywhere on the school campus:

1. The person discovering a fire or smoky area within the school perimeter will contact the office immediately
2. The principal or designee will sound the fire alarm immediately. In the case of electrical failure, the principal or designee will disperse a team to make the fire announcement.
3. Students and staff will evacuate the building in accordance with the fire evacuation route posted in each room
4. Teachers must take emergency folder and first aid kit when evacuating
5. Turn off lights and overheads when leaving room
6. Close all doors upon exiting room or building
7. Implement "Buddy System" to handle any injuries (teacher remains with injured student and "Buddy Teacher" supervises the evacuation of both classes)
8. Use emergency folder contents to:
  - a. Take roll.
  - b. Complete attendance count form.
  - c. Send attendance count form to assembly captains.
  - d. Report to duty stations.
9. The administrator will inform the Superintendents' Office as soon as possible.

Dispatch Numbers:

La Habra City Police Department - (562) 383-4300

Los Angeles County Fire Department - (562) 868-0411

Dial 911 in case of an emergency

**L. Fire in Surrounding Area**

This procedure addresses the situation when a fire is discovered in an area adjoining the school. Decisions should be made based on the size and location of the fire, proximity to the school and how likely the fire will affect the school.

1. Principal/Designee will initiate appropriate response action, lockdown, evacuation or off-site evacuation.
2. Principal/Designee will notify police – 911

If Evacuation:

1. Students and staff will evacuate the building in accordance with the fire evacuation route posted in each room.
2. Teachers must take emergency folder and first aid kit when evacuating.
3. Turn off lights and overhead projectors when leaving the room.
4. Close all doors upon exiting room or building.
5. Implement “Buddy System” to handle any injuries (teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes).
6. Take roll at the assembly area, report information to assembly captains, and report to duty stations.
7. The administrator will inform the Superintendents’ Office as soon as possible.

Air Quality

1. If the air quality is poor due to smoke, dust or ash particles in the air, then the principal or site administrator may decide to limit physical activity for the period of poor air quality.

**M. Flooding**

This procedure applies whenever stormwater or other sources of water intrude or threaten to intrude school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare.

Alternatively, flooding may also occur without warning as a result of damage to water distribution systems.

- The principal or designee will initiate appropriate immediate response actions;
  - LOCKDOWN, EVACUATE, or OFF-SITE EVACUATION
- The principal or designee will notify 911
- Principal or designee will notify the Superintendent's Office

**N. Food or Water Contamination**

This procedure should be followed if site personnel suspect contamination of either food or water. It 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 or water contamination.

Indicators may include unusual odor, color, taste, or multiple employees experiencing nausea, vomiting or other illness.

The principal or their designee will:

- Isolate suspected contaminated food/water and restrict access to the area
- Notify 911
- Notify the Superintendent's Office
- Will cooperate with the Orange County Public Health Department
- Notify parents of affected students

The Faculty will:

- Make a list of all potentially affected students and staff
- Make a log of symptoms, the suspicious food/water, quality and character of products

Medical first responders will assess the need for medical aid.

**O. Hostage Situation**

Remember Time is on your side!

If the entire classroom is taken hostage:

Do

- Stay calm
- Obey suspect's commands
- Be passive
- Try to calm suspect and listen to complaints or demands
- Keep students calm and don't allow them to agitate the suspect
- Ask permission of suspect at all times

Don't

- Try to be a hero
- Challenge the hostage taker
- Confront the hostage taker
- Argue or fight
- Use words "hostage, captive or negotiate"

KEEP ALL RADIOS, TV'S AND COMPUTERS TURNED OFF. If possible and without increasing risk to you, minimize any possibility that the suspect can hear or see NEWS REPORTS.

Be calm and patient and wait for help. Keep in mind the average hostage incident lasts approximately six to eight hours.

**TIME IS ON YOUR SIDE!**



**P. Intruder(s) on Campus**

A campus intruder is anyone who loiters or creates disturbances on school property.

Daily routine:

- It is important to maintain a closed campus requiring all visitors to register at the office
- Visitors must receive a badge that identifies them as having registered
- Staff must address ALL individuals found on campus who have not obtained the appropriate visitor badge, as safety permits, and direct them to the school office

In the case of a disturbance:

- Staff should contact the school office and give the location of the suspected intruder
- Depending upon the circumstances, lockdown procedures may be implemented
- Wait for instruction from the administrator
- During the lockdown, if you see the intruder, contact the office and give the location immediately
- The principal or the school administrator will call 911 if required
- After the lockdown, take roll and notify school administration of any missing students
- Limit phone and radio traffic to emergency use
- The administrator will notify the Superintendent's Office if needed
- Remain on lockdown mode until released by law enforcement

**Q. Site Initiated Lockdown**

Public Address notification: **This is a lockdown; this is not a drill.**

If INSIDE a building:

1. Lock your door immediately upon notification of lockdown.
2. DO NOT LET ANYONE IN YOUR ROOM AFTER YOU HAVE LOCKED THE DOOR.
3. Close drapes, blinds or other window coverings that may exist.
4. Direct students to sit on the floor, as low as possible being as quiet as possible.
5. Take roll and make a list of missing students.
6. Remain inside of classroom or building and DO NOT let anyone out until an administrator has given an all-clear announcement

If OUTSIDE a building:

1. Immediately report to your room bringing all students in the area into your room even if the student is not on your roll.
2. LOCK YOUR DOOR IMMEDIATELY UPON NOTIFICATION OF LOCKDOWN.
3. DO NOT LET ANYONE IN YOUR ROOM AFTER YOU HAVE LOCKED THE DOOR.
4. Close drapes, blinds or other window coverings that may exist.
5. Direct students to sit on the floor, as low as possible being as quiet as possible.
6. Take roll and make a list of missing students.
7. Remain inside of classroom or building and DO NOT let anyone out until an administrator has given an all-clear announcement

Students and staff caught outside during a lockdown:

1. Individuals who are found outside of a secure building during a lockdown should look for an open room.
2. If you become aware of staff or student locked outside of classrooms inform the office immediately.
3. In the event that a secure classroom cannot be located, students should seek cover in a restroom.

**La Habra Police Department Initiated Lockdown**

The La Habra Police Department is charged with ensuring public safety in a manner that facilitates a swift and positive resolution while minimizing the impact on the community and affected schools. In an effort to ensure a proper response to incidents that can potentially impact schools within the city, the La Habra

Police Department is working with other local law enforcement agencies and schools to establish a uniform response plan. As such, a 3-level lockdown procedure has been established in order to ensure the safety of students and staff, as well as ensuring that there is minimal (yet still safe) impact on the learning environment.

#### Notification procedures:

Nothing in this procedure is intended to limit the school's ability to implement a lockdown on their own. However, in instances where the police department is requesting the school implement a Level 1, 2, or 3 lockdowns, the La Habra Police Department personnel will notify the school's principal (or their designee) via telephone. That notification may be requested by the Incident Commander (Field Supervisor or their designee) or the School Resource Officer and will typically be made by communications (Dispatch) personnel.

#### Levels of a lockdown:

This procedure involves three (3) different levels, based on the severity of the incident, taking into account the following information:

- Nature of the incident at hand
- Nature of any suspect(s) involved (including known criminal history, crime alleged, weapons, gang affiliation, threats made, etc.)
- Proximity to the affected school

*In any of the lockdown levels, it is imperative that school staff follow all campus safety protocols (which should be known and familiar to them via their administrations). Regular practice drills are strongly suggested. Staff should also be reminded to maintain a calm, yet assertive demeanor, as this greatly influences the students' response to the direction they receive.*

*It is critical that staff members be adaptable to take the necessary means (using their training, knowledge of policies, and common sense) to safely resolve a situation at hand.*

LEVEL 1: “ALERT” - (Yellow)

Level 1 lockdowns will result in the affected school securing its perimeter gates, if applicable, and restricting access on and off campus. This is the least restrictive level in terms of impact to the affected school site. In most instances, students will not be aware of an “ALERT” status, as classes will continue as normal. Campus supervisors and administrators should take steps to have a visual presence on campus to ensure the safety of their school.

- Example: The police department would notify the affected school that they are conducting police activity (i.e., search/arrest warrant, or some other police activity) in the general vicinity of the school, but they do not expect it to affect school operations

LEVEL 2: “CAUTION” - (Orange)

Level 2 lockdowns are more restrictive and will result in students being kept inside classrooms, with unsupervised movement on campus prohibited. School staff will conduct thorough site patrols to ensure all students are in a classroom.

- Example: A police pursuit terminated near the affected school and police are searching the general area for the suspect; there is no additional information to believe that the suspect is armed or dangerous
- Example: This level of lockdown is typically used for instances in which there is police activity near the school, but generally not directly affecting the campus
- A student who is not in a classroom (i.e., in a hallway, quad area, etc.) at the time the level 2 lockdown is implemented should be directed to the nearest classroom and accounted for by staff
  - Once safely inside and accounted for, the student can then be escorted by staff back to ensure safe arrival to his/her designated class/teacher
- Supervised student movement can be allowed in cases of need (i.e., bathroom necessities), but should be conducted on a case-by-case need and assessment
- Generally, classroom instruction should continue as usual
- In summary, a Level 2 lockdown allows for the continuance of normal “inside classroom” activities; however, unsupervised student movement on the campus should not occur
- Any outdoor activities (i.e., PE classes, should be directed into a structure, such as the gym or classroom) until the level 2 lockdown is lifted

LEVEL 3: “EMERGENCY” - (Red)

Level 3 lockdowns will be initiated when the incident poses a significant threat to the safety of the students at the affected school site and will result in the most substantial steps being taken by the school and the police department to maximize the safety of students and staff. In the event of a Level 3 lockdown, all student and staff movement should cease, and staff should ensure that students shelter in place and that the school’s lockdown measures are implemented:

- Students should take positions of safety within classrooms
  - All known students shall immediately be brought into the nearest classroom and accounted for
  - Lock and secure classroom doors and remain inside
  - Close any shades, drapes or blinds and keep students away from windows
  - Keep students calm and quiet (**your demeanor has a direct impact on student demeanor**)
  - Turn off lights and cover windows, if possible
  - Have students sit on the floor or remain under desks and tables
  - For rooms that have doors that open inward, consider placing furniture in front of doors to block access
  - Remember lessons from “**RUN, HIDE, FIGHT**” philosophy (if this training was provided to you)
  - **MENTALLY PREPARE YOURSELF TO TAKE NECESSARY ACTION** – should the situation call for it
  - Take roll and notify the office of any students from other classrooms
  - Follow specific campus safety protocols
  - Wait for further instructions from school administrators
- Example: This level of lockdown will be used for the most severe types of incidents where it is believed that there is an imminent threat to students and staff. Examples would include an active shooter, armed intruder on campus, or other incident that necessitates the immediate lockdown of the school site.

#### Deployment of officers to affected schools:

In the event of a Level 2 or Level 3 lockdown, and depending upon available officers, the La Habra Police Department will make every effort to have a School Resource Officer (SRO), or other designated officer, respond to the campus to meet with school administrators, ensure the safety of students, and facilitate the orderly operation of the lockdown from initiation to conclusion. The responsibilities of the assigned officer include but are not limited to:

- Direct interaction with the principal or designated staff member
- Direct communication with the Incident Commander
- Relaying critical information which directly impacts the school
- Planning and coordination of school evacuations, if necessary
- Planning and coordination of dismissal of students to parents/guardians
- Traffic staging and management (i.e., parents, buses, etc.)
- Notification of principal or designee upon resolution of the incident
- Contingency planning with school staff in the event that the incident escalates, is prolonged, or directly involves the campus
- Determination of the need for additional resources (i.e., additional officers, SWAT, medical, bomb squad, etc.) and requests through the Incident Commander

#### Communications center responsibilities:

In the event of a lockdown, police department personnel shall notify the affected school as soon as possible and advise them of the lockdown level. In the event of a Level 2 or 3 lockdowns, communications personnel will make every attempt, based on available resources, to have an officer deployed to the affected school, with School Resource Officers (SRO's) being the preferred option.

#### Determination of need for lockdown:

The determination for the need to institute a school lockdown in most cases will be the responsibility of the Incident Commander or highest ranking officer on scene (generally the Field Sergeant or Corporal) but can be made by any officer who believes that current circumstances dictate the need for such lockdown. In the event that a school lockdown becomes necessary, the affected school(s) should be notified as soon as possible via telephone to the school office. This notification should be made through the police department's communication center. The caller should obtain and provide the following information when feasible:

- Name of the school staff member being contacted
- Advise the school of the necessary lockdown and level
- Provide basic information regarding the need for the lockdown (including police activity, if possible)
- Estimated duration, if that can be forecasted
- Obtain the name of the school's point of contact, in the event an officer needs to respond (this should include contact numbers, including cell phone number and is typically the principal)
- Provide a number for the school to call back (in a Level 3 lockdown, Dispatch may be too busy to field additional calls and consideration may be given to using desk personnel, or other personnel as decided upon by the Watch Commander or his/her designee)

#### Notification of affected police department personnel:

A school lockdown has the potential to impact operations of the entire affected school district, as well as the police department and other city services. For this reason, it is essential that proper notification is made to affected personnel. Typically, notifications will be made by the on-duty Watch Commander, but may be made by the Communications Bureau in the event that the Watch Commander is unavailable or at his/her request:

- Field personnel should notify (or have Dispatch notify) the Watch Commander should a school lockdown be implemented
- The Watch Commander or his/her designee should notify the Chief of Police and Command Staff regarding school lockdowns
- The Chief of Police (or his designee) will be responsible for making notifications to the affected school district's superintendent
- The Chief of Police (or his designee) will be responsible for making any department level notifications (City Manager, City Council, etc.)
- The Watch Commander or Dispatch should notify the department's Public Information Officer (PIO) who will coordinate with the school district's PIO

#### Notification of affected school district personnel:

Schools should establish protocols for making necessary notifications in the event of a school lockdown. These notifications take into account the need to notify the following:

- School district personnel
- School administrators and faculty
- Students
- Parents of students

#### School district personnel:

Because a school lockdown has the potential to create widespread concern within the community, it is essential that administrators of the affected school have a plan in place to notify their respective school district offices. School districts should establish notification guidelines and responsibilities as necessary to accomplish this task.

School administrators and school personnel:

Schools should ensure that in the event of a lockdown, they have procedures in place to make necessary notifications to all administrators, as well as affected staff members, in order to ensure a safe environment for all involved:

- Schools may consider utilizing public address systems to make notifications (keep in mind that if you announce a lockdown over a PA system, you may cause unnecessary alarm for students)
- During Level 2 or 3 lockdowns, the school office, including the attendance office will be inundated with phone calls and may want to consider utilizing computers (mass emailing updates to staff) in lieu of telephones
- During Level 2 or 3 lockdowns, student accountability is important and schools are encouraged to develop a plan by which staff can utilize computers to notify the attendance office of any additional students that may have sought shelter in their classrooms (this frees up telephone communication for emergency calls and provides an electronic copy of attendance records, which is important because, during chaotic situations, information may not get relayed accurately over the telephone)

Important Note:

Schools may want to consider a secondary location for operations, in the event that the school office becomes inaccessible. That secondary location should have the necessary equipment, including computers, phones, contact information, and phone numbers.



**Students:**

Schools should rehearse lockdown drills with their students to ensure that in the event of an actual lockdown, students understand the procedures. Additionally, since it has been proven that students will inevitably use cellular devices to communicate with parents and friends about the events occurring, it is suggested that schools use this effective device to their advantage by encouraging students to notify their parents that they are “OK” and providing updated information to parents about evacuations and student pick up areas.

By encouraging students to text their parents with updated information, schools have a better chance of reducing potential panic by controlling or dictating the message being disseminated.

Consideration should be given to having the responsible staff member (teacher) orchestrate a text from their students to the parents. For example:

The teacher can instruct his/her class: “Students, get out your cell phones and, together, we are going to put them on the ‘silent function.’ Now, I want you to type the following message to your parents, ‘Mom/Dad...I AM OK and SAFE, but the school is in lockdown. Do not respond to the school. They will not let you in until it is done. I AM OK. Either I or the SCHOOL will let you know when it is over.’”

**Parents:**

In the event of a school lockdown, parents will be understandably upset and concerned about the safety of their students. This leads to a potentially overwhelming burden on office personnel tasked with monitoring telephones. In order to reduce this burden, schools should develop or incorporate a method of electronic or cellular notification to parents. Commonly known as a “reverse phone system,” schools can send out mass phone messages, texts or emails, alerting parents to the fact that there is a lockdown in place and provide updates. Consideration should be given to send similar language as cited in the previous section concerning students sending texts.

Some school districts and cities utilize social media, such as Twitter and Facebook, as an additional means of providing information in times of crisis. Whichever method schools choose, certain basic information should be provided in a timely manner and schools should designate several staff members to be responsible for the dissemination of this information:

- School(s) that are affected
- Alternate pick-up sites for parents to respond in order to retrieve their student(s)
- Timely updates regarding the school lockdown
- Reassuring parents that their students are safe and giving updates as necessary

**Important Note:**

The school should designate a staff member with the responsibility for disseminating information. The Administrator or designee needs to approve the released information. This ensures that the most accurate and up-to-date information is being released and does not jeopardize safety or facility security, or create additional burdens for the school or law enforcement. Schools may want to consider creating a form for such releases, which include the message, signature of the person authorizing the release, and the time and methods in which the message was disseminated.

**R. Loss or Failure of Utilities**

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

- If water or an electrical line is broken, an effort should be made to turn off the water or power to the affected area and notify the school administrator immediately
- Upon notice of loss of utilities, the school administrator will initiate appropriate immediate response actions, which may include LOCKDOWN or EVACUATE BUILDING(S)
- The school administrator will notify the Maintenance and Operations Department and will provide the location and nature of the emergency
- The school administrator will notify the superintendent of the loss of utility service
- If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion

**S. Motor Vehicle Crash**

If an accident, such as a motor vehicle collision occurs on or near campus, or if a student or staff member is seriously injured on campus:

- Principal or designee will call 911
- Principal or designee will contact the school office to report the incident and any persons injured or trapped
- If NO buildings are in immediate danger, staff will instruct students to stay in their classrooms
- If buildings are damaged, staff will evacuate everyone from the building as appropriate
- Employees will maintain control of students and take roll
- If evacuated, wait for instructions from the administrator

**T. Plane Crash**

If an accident, such as a plane crash happens on or near campus, or if a student or staff member is seriously injured on campus:

- Principal or designee will contact the school office to report the incident and any persons injured or trapped
- If NO buildings are in immediate danger, staff will instruct students to stay in their classrooms
- If buildings are damaged, staff will evacuate all students and staff from the building as appropriate
- Employees will maintain control of students and take roll
- If evacuated, wait for instructions from the administrator

**U. Helicopter Landing**

On occasions, law enforcement or an air ambulance is required to land on a school campus. In the event that a school is to be used as a landing zone in an emergency the principal or designee should:

1. Contact the School Resource Officer to assist in the coordination of events between law enforcement and the school office
2. Notify all staff of the pending landing
3. Initiate a “Lockdown” restricting all students to their classrooms, canceling or postponing lunch and/or recess until the helicopter has departed from the campus
4. Notify the District Office and keep them updated on the circumstances

**V. Severe Heat Advisory**

In cases of an extreme temperature advisory, the following guidelines should be followed:

1. Outdoor activities by students and staff shall be modified to prevent heat stroke or heat exhaustion during hot weather.
2. When temperatures are 80 to 90 degrees Fahrenheit, the following precautions **shall be taken**:
  - a. Allow unrestricted access to water.
  - b. Provide adequate time (at least ten minutes per hour) for rest and cooling.
  - c. Carefully watch those athletes/students with a tendency toward obesity and those with a history of heat-related illness, for signs of hyperthermia.
  - d. During periods of moderate to high humidity, avoid prolonged vigorous activity.
3. When temperatures are 90 to 100° Fahrenheit, the following precautions shall be taken:
  - a. Avoid any prolonged vigorous activity, regardless of humidity level.
4. When temperatures are above **100° Fahrenheit**, the following precautions **shall be taken**:
  - a. All vigorous outdoor activity is to be avoided.
  - b. Limit outdoor activities to short periods of time.
  - c. Allow unrestricted access to water, even indoors.
  - d. Carefully watch those athletes and students with a tendency toward obesity for signs of hyperthermia.
  - e. Students with a history of heat-related illness shall remain indoors.
  - f. Limit athletic practices to short, non-vigorous workouts.

**W. Psychological Trauma**

Crisis management at LHCSD specifies action during and subsequent to any emergency that may have a psychological impact on students and staff such as an act of violence; death of a student or staff member; an earthquake or other natural disasters; or a serious environmental problem. Emergencies like those described above usually produce one or more of the following conditions:

- The school administrator will establish a Crisis Intervention Response Team (CIRT) which has primary responsibility for providing necessary assistance after all types of crises
- CIRT will assess the range of crisis intervention services needed during and following an emergency
- CIRT will provide direct intervention service
- CIRT will advise and assist the school administration to restore regular functions as efficiently and quickly as possible
- In performing their duties, CIRT members will limit exposure to scenes of trauma, injury, and death
- CIRT will provide ongoing assessment of needs and follow-up services as required
- CIRT should be provided areas away from the incident



## **VII. School Safety Practices, Policies, and Procedures**

### **A. Child Abuse Reporting**

All employees of LHCS D are mandated reporters and are obligated to report any incidents of suspected child abuse to the appropriate agency.

**Child Abuse Reporting** – Call **714-940-1000** or **800-207-4464** (24-hour hotline)

In any investigation of suspected child abuse or neglect, all persons participating in the investigation of the case shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child victim.

### **B. Bullying Prevention**

The District believes every child is entitled to a safe school environment free from discrimination and bullying. Consistent with state and federal law, the District prohibits bullying and discrimination and provides a timely and effective complaint procedure for pupils who believe they have been the victim of bullying or discrimination.

The District also is mindful that, at times, behavior that is rude or insensitive may be constitutionally protected in the context of a public school environment. Such conduct can best be combated and prevented with effective strategies that involve pupils, parents and school employees in collaborative efforts to teach tolerance and ensure equal educational opportunities for all.

This policy applies to all of the District's students. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the La Habra City School District. (Educ. Code 234.1 (a).)

If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so. (Educ. Code 234.1(b)(1).)

### **Reports**

Any employee who has knowledge of discrimination, harassment, intimidation or bullying shall inform the site administrator of the concern as soon as possible.

The site administrator shall notify the District's Nondiscrimination Officer within 24 hours.

Students who have knowledge of discrimination, harassment, intimidation or bullying are encouraged to inform a teacher or school administrator as soon as possible.

Students and parents may make such complaints anonymously by calling the Nondiscrimination Officer at the number below. Anonymous reports must provide sufficient corroborating evidence to justify the commencement of an investigation.

Because of the inability of investigators to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated.

Formal complaints regarding violations of this policy shall be made pursuant to the district's Uniform Complaint Procedure, Board Policy/Administrative Regulation 1312.3.

The District's Nondiscrimination Officer is: Mario Carlos Ed.D. – (562) 690-2302

### C. **Dress Code**

The following should NOT be worn at school:

- Hats, caps or head covering other than for religious or medical reasons
- Halter tops, low tops, tank tops, bare midriff tops (all tops must completely cover midriff)
- Cutoffs, extremely short skirts/shorts (underwear should be covered by clothing)
- Clothing with unpatched holes, tears, unhemmed bottoms or slit cuffs
- Clothing that advertises such substances such as alcohol, cigarettes, drugs or utilizes double play on words, obscenities, profanity, or is suggestive in any way or may be deemed offensive by anyone
- Open toe shoes or shoes without backs
- Clothing that depicts illegal actions such as spray painting or use of firearms
- Hairstyles or colors which distract students from learning or present a safety hazard, such as hair that has been colored in shades which are loud and distracting (i.e., purple, green, pink, etc.)
- Hair which has been cut to, or grown to, styles or lengths resulting in distraction or safety hazard (i.e., Mohawks, faux hawks), hair with shaved designs (i.e., symbols, words)
- Jewelry which poses a threat to the health and safety of students or which by its size or appearance is distracting in the learning environment (i.e., jewelry with sharp edges or which is so long or dangling as to pose a safety hazard)
- There is no visible “body piercing” allowed, and it is preferred boys do not wear earrings and all students K-6 not to wear make-up or artificial nails

#### Additional Dress Standards:

The following attire is NOT to be worn at school:

- Insignias and logos of non-school sponsored organizations that may be associated with inappropriate activities
- Hooded sweatshirts and jackets must be worn with hoods down
- Belt buckles, jewelry, bandanas, stocking caps, hair nets, rags, gloves, biker wallets or other decorations with initials, inappropriate symbols or signs
- Any pants/shorts that are oversized and inappropriate for the wearer (all pants must fit and be worn at waist level)
- Tattoos may not be visible
- Any shirt with long sleeves which is dramatically oversized and inappropriate for the wearer, any oversized tee shirt, sweatshirt or polo shirt which has been modified with the addition of ironed-on creases or pleats on the front or back; net shirts
- Any clothing directly related to negative and/or inappropriate cultures

The Principal will handle decisions regarding the appropriateness of clothing. In the event there is a concern regarding clothes or appearance, parents may call the school or the school will contact the parents.

**D. Attendance/SARB Policy**

<b>Unexcused Absences</b>	<b>Excused Absences</b>
<p>3<sup>rd</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator.</li> <li>2. Send 1<sup>st</sup> unexcused SARB letter to parents indicating student is truant.</li> <li>3. Send log to CWA monthly.</li> </ol>	<p>3<sup>rd</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Monitor absences and document how the absence was verified and why. Determine if a health issue exists.</li> <li>2. Monitor patterns: Monday/Friday or certain days.</li> </ol>
<p>6<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator.</li> <li>2. Send 2<sup>nd</sup> unexcused SARB letter to parents and log to CWA.</li> <li>3. Site administration will schedule a Group Attendance Intervention Meeting (GAIM) with parents(s) to resolve attendance issue.</li> <li>4. Parents sign the pre-SARB contract.</li> </ol>	<p>6<sup>th</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Continue to monitor absence.</li> <li>2. Determine if a health issue exists.</li> <li>3. Determine if excessive absences notice should be sent when not related to health issue.</li> <li>4. Excused letter #1.</li> </ol>
<p>9<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator.</li> <li>2. Submit home visit request form to CWA.</li> <li>3. Principal or designee meets with student and parents to discuss absence.</li> </ol>	<p>9<sup>th</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Conduct a 1<sup>st</sup> attendance RtI to address impact absences are having on educational performance and develop a plan for improvement.</li> </ol>
<p>12<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. CWA office will send out 3<sup>rd</sup> SARB truancy letter.</li> </ol>	<p>12<sup>th</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Excused letter #2.</li> </ol>
<p>15<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator to submit a referral to SARB.</li> <li>2. CWA will send SARB letter to parent for a mandatory meeting.</li> <li>3. SARB panel will review documentation and make recommendations.</li> </ol>	<p>15<sup>th</sup> or more excused absences</p> <ol style="list-style-type: none"> <li>1. Conduct 2<sup>nd</sup> attendance RtI meeting.</li> <li>2. Team determines if SARB is appropriate.</li> </ol>
<p>If truancy continues, CWA will schedule 2<sup>nd</sup> SARB meeting for further interventions. CWA will refer parents to the District Attorney meetings.</p>	<p>If absences continue, parent will be referred to SARB. Panel will determine plan of action: Social Services, La Habra Police Department, District Attorney Meetings, and Family Counseling, etc.</p>

## **Visitor/Volunteer Policy**

### Classroom Visitation

La Habra City School District believes that parents are important partners in the success of our school program and welcomes parents and professionals to visit our school sites. In the effort to maintain the integrity of instruction, ensure student confidentiality, maintain a safe school environment and minimize disruption of the instructional process, LHCSO has developed visitation guidelines which are available in the school office. Please check-in at the office for an I.D. badge before going to the classroom.

### **Purpose of the LHCSO School Volunteer program:**

The purpose of the LHCSO School Volunteer Program is to enhance student achievement by engaging and leveraging the rich talents and expertise of our local school communities.

School volunteers:

- Reinforce classroom learning by assisting teachers in classrooms with non-instructional tasks
- Support school personnel in the effective operation of schools
- Promote positive partnerships between the home, schools and the community
- Serve as positive role models for students by helping students develop a more positive attitude about themselves, schools and communities

### **Section I: Volunteer Application Process**

Individuals are not allowed to begin a volunteer school assignment until the following are completed:

- Volunteer Application Form
- Criminal History Declaration Form
- Expectation and Requirement Form
- Vaccination Card or Weekly Clear Covid-19 Test
- Updated TB Clear Test

Volunteers serving at more than one LHCSd school must have a completed application for each school/office on file.

Volunteers serving less than 16 hours per week at a site do not need fingerprinting clearance but need to be checked against the Megan's Law website.

Student Teachers and School Counseling Interns shall be referred directly to the District's Human Resources Department at ext. 80103.

## **Section II: Health And Safety**

**Tuberculosis Clearance:** Tuberculosis (TB) clearance must be presented to school personnel as part of the application process. All TB clearances must be within the last four years prior to the individual starting volunteer service. TB clearances that are older than four years from the time the volunteer application is submitted will not be accepted. ***TB clearance is the responsibility of the volunteer.***

**Sex Offender Statement and Megan's Law:** The school principal or an acceptable designee must check all volunteer applicants against the California Megan's Law online database for sex offender clearance at <http://www.meganslaw.ca.gov/>. Any volunteer applicant whose name appears on the Megan's Law list and is required to register as a sex offender is prohibited from serving as a school volunteer in any capacity including individuals participating in one-time activities.

### **Required for persons volunteering for more than 16 hours per week:**

- **Fingerprinting (Background Clearance):** Fingerprinting by the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) is required prior to the school's submission of the individual's application.
- Fingerprinting must be conducted through LHCSd. Schools with volunteer applicants requiring fingerprinting must contact Classified Personnel at ext. 80302.
- LHCSd employees desiring to participate in a school volunteer program do not have to resubmit a Fingerprinting Application; however, LHCSd employees must complete a volunteer application.

**Section III: Exceptions**

I. Volunteer Applications **NOT** required but verification on Megan's Law website required for the following individuals:

- Parents observing their child's classroom and who remain under the direct supervision of an administrator or designee at all times
- Individuals participating in one-time activities where there is limited contact with students or staff and supervision is provided by a certificated District employee. Examples include:

Chaperoning dances or one-day field trips (under 16 hours in duration)

Providing clerical functions that do not involve access to confidential documents or information

Guest speaking engagements

Job-shadowing events from local universities (less than 16 hours in duration)

Field Day

- School volunteers, like all campus guests, are required to sign in at the school office upon entering the school premises and sign out when they exit the campus.

**VIII. Additional Policies and Regulations Related to Student Safety**

Please see Board Policies and Administrative Regulations for more information about the following:

**Bomb Threats** AR 3516.2

**Bullying** BP 5131.2

**Child Abuse Prevention and Reporting** BP 5141.4/AR 5141.4

**Comprehensive Safety Plan** BP 0450/AR 0450

**Discipline** BP 5144/AR 5144

**Disruptions** BP 3515.2/AR 3515.2

**Dress and Grooming** BP 5132/AR 5132

**Earthquake Emergency Procedure System** AR 3516.3

**Fire Drills and Fires** AR 3516.1

**Gangs** BP 5136

**Hate-Motivated Behavior** BP 5145.9

**Nondiscrimination/Harassment** BP 5145.3/AR 5145.3

**Student Disturbances** BP 5131.4/AR 5131.4

**Search and Seizure** BP 5145.12/AR 5145.12

**Sexual Harassment** BP 5145.7/AR 5145.7

**Suspension and Expulsion/Due Process** BP 5144.1/AR 5144.1

**Suspension and Expulsion/Due Process (Students with Disabilities)** AR 5144.2

**Transportation Safety and Emergencies** AR 3543

**Visitors/Outsiders** BP 1250

**Weapons and Dangerous Instruments** BP 5131.7/AR 5131.7

**Student Handbook:** A copy of Ladera Palma Elementary School's student handbook is available in the school office and on our website.



**La Habra City School District**

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**Las Lomas  
Elementary School**

*Home of the Lions*



**COMPREHENSIVE  
SAFE SCHOOL PLAN  
2021-2022**

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## Introduction

*Las Lomas Elementary School* has a responsibility to provide for the safety of all students and staff in an emergency. An emergency or crisis may affect a single classroom, a building, or the entire school. The plans and procedures found in this Comprehensive Safety Plan provide teachers with a quick review of the steps to take in the event of an emergency on campus.

Safety drills for earthquakes, fires, and other disasters are held regularly to assure the safety of all students. Our school conducts monthly fire and earthquake drills. Lockdown drills are routinely performed. Each teacher reviews emergency procedures with students in order for our pupils to be well prepared. Our team regularly reviews and modifies adaptations to emergency procedures for students with disabilities. These adaptations are communicated with support personnel and practiced in conjunction with school-wide drills.

In the event of an actual disaster, children will remain in the protective custody of school personnel. An emergency card is on file to ensure that students are released to authorized adults. The school is equipped with food, water, and first aid kits. It is essential for parents to keep emergency names and phone numbers up to date at all times.

## The Comprehensive School Safety Plan Overview

The Comprehensive School Safety Plan (CSSP) is required by Education Code (32282-32289). It is to be reviewed and updated annually by March 1 and submitted for approval to the School Site Council as well as to the District's governing board. The contents of the CSSP should include information assessing the status of school crimes committed on school campuses and at school-related functions, strategies, and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on policies, or procedures, and how you may become involved with school safety programs, please contact:

Pamela Cunningham, Principal

Las Lomas School

301 W Las Lomas Drive

La Habra, CA 90631

(562) 690-2353

pcunningham@lahabraschools.org

Prepared by:

Safety Planning Committee

School Site Council

- The Comprehensive Safe School Plan was presented at School Site Council in January 26, 2022.
- The Comprehensive Safe School Plan was presented to the public on March 10, 2022.

A copy of the CCSSP is available for review at the Las Lomas Elementary office and at the La Habra City School District Office. In addition, the CSSP is available on the District website at [www.lahabraschools.org](http://www.lahabraschools.org).

## General School Information

### School Profile

Las Lomas is a Transitional Kindergarten through Sixth Grade school located in La Habra. We are fortunate to have an extraordinary staff of 21 fully credentialed classroom teachers, a full time Resource Specialist and a shared Speech/Language Therapist and Psychologist. In addition to our general education population, we also provide services for Pre-School Special Education and LEAP for students identified as needing these support services. The staff is dedicated to providing a safe and engaging learning environment that promotes thinking and learning for our students. Our goal is to provide the skills necessary for our students to become productive citizens. The staff works extremely hard to teach the students the importance of being responsible, respectful students and at the same time striving to develop a love of learning and critical thinking in all students.

### Safe School Mission

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention with emphasis on high expectations for student conduct, responsible behavior, and a respect for others.

### School Safety Committee Membership

<b>Las Lomas – School Safety Committee 2021-2022</b>	
Name	Title
Pam Cunningham	Principal
Dan Martin	Psychologist
Ed Anaya	Custodian
Natalie Nunez	Office Manager
Danette Brown	MTSS TOSA
Debbye Viveros	School Readiness Coordinator
Nicole Boss	School Resource Officer

## School Site Council Membership

Education Code Section 35294.2(e) requires that the Comprehensive School Safety Plan be reviewed and updated annually by the School Site Council.

The School Site Council for Las Lomas School during the 2021-2022 school year is comprised of the following individuals:

<b>Las Lomas – School Site Council 2021-2022</b>	
<b>Name</b>	<b>Title</b>
Pam Cunningham	Principal
Michelle Majancsik	Parent
Sandra Lomeli	Parent
Amy Jorgensen	Parent
Mary Sanchez Brambila	Parent
Margarita Gaeta	Parent
Lisa Contreras	Teacher
Annette Goodman	Teacher
Patsy Okino	Teacher
Cecelia Hernandez	Classified Rep



## Safe School Reports

### School Crime Status

Las Lomas School does not experience high incidents of crime on campus or during school-related functions.

2020-2021 Summary Data	
Total Suspensions	0
Total Expulsions	0

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled.

### Safe School Assessment Resources

The following resources were analyzed to develop an understanding of current conditions on school safety and standard practices, in addition to developing a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- Parent Surveys
- Student Engagement Survey
- Organization and Planning Survey
- Facilities Inspection Tool

## Emergency Response Teams and Support Personnel

### Administration

Principal: Pam Cunningham

Academic Coach: Danette Brown (If available)

School Psychologists: Dan Martin & Whitney Reeve

Assembly Area Captain: Debbye Viveros

Team Leader #1: Heidi Dyreson/Kelly Howie

Team Leader #2: Jenna Fulton/Bella Gomez

Team Leader #3: Danette Brown

Office Manager: Natalie Nunez

### Command Center

Principal: Pam Cunningham

School Office Manager: Maria Mullaney

### Principal will:

1. Assist in the flow of communication
2. Assist in the dispersal of students
3. Direct operations and governance
4. Request and/or receive reports from staff members

### Office Manager will:

1. Develop a resource log
2. Record the time of all requests of resources, (i.e., fire department, police department, etc.), in the resource log
3. Record times of arrival for all support personnel in the resource log
4. Record other major incidents that take place, such as orders from the La Habra Police Department for lockdown, evacuation, or all clear

Equipment/Supplies:

- Digital two-way radio
- Emergency microphone/megaphone system
- Clipboard, notepad, writing utensil

Location of Command Center:

- Grass area between Office and 201

## Assembly Area Team

Team Leader	<u><b>Heidi Dyreson</b></u>	<u><b>Jenna Fulton</b></u>	<u><b>Danette Brown</b></u>
Team Member	Pre-School, TK & K Teachers	1 <sup>st</sup> /2 <sup>nd</sup> /3 <sup>rd</sup> Teachers	4 <sup>th</sup> , 5 <sup>th</sup> & 6 <sup>th</sup> Teachers

## Team Leaders will:

- Collect student accountability forms and roll sheets
- Inform administration of any issues specific to their team

## Assembly Team Members will:

- Organize and supervise students assigned to them
- Take attendance and complete student accountability forms
- Coordinate with EOC regarding student release procedures
- Maintain calm climate
- Distribute food, water, and emergency supplies as needed
- Administer first aid as needed

## Equipment/Supplies:

- Attendance rosters
- Pencils
- Student accountability forms
- Family emergency plan checklist
- Classroom first aid kit

## Location:

- Field-Grass Area
- Students will stand in line according to classroom number

### Assembly Area Captain

The roll of the Assembly Area Captain may be filled by the School Psychologist or a classroom teacher. The Assembly Area Captain shall take a leadership role in the absence of the Principal.

#### Assembly Area Captain will:

1. Take a leadership role in the absence of the principal
2. Take class attendance, move to the front of the assembly area
3. Receive classroom attendance count from assembly team
4. Report attendance count to the command center
5. Oversee assembly area
6. Assist with first aid in assembly area as needed

#### Equipment/Supplies:

- Clipboards
- Pencils
- Area class rosters/attendance
- Safety vest
- Two-way radio

### First Aid Team

Christina Lopez (8:00-4:00), Kelly Haraguchi (8:00-1:00, District Nurse (if on campus).

#### The First Aid Team will:

1. Administer first aid and record information of injury(s) and treatment
2. Prepare first aid supplies at the request of the command center
3. Administer first aid and record information of the extent of injuries
4. Receive information from the search and rescue teams
5. Maintain a first aid log of injuries that have been reported by search and rescue
6. Determine the need for additional medical assistance
7. Dispatch personnel to other areas as needed

#### Equipment/Supplies:

- First aid cards
- First aid supplies
- Stretcher
- Blankets
- Wheelchair
- Two-way radios
- Clipboards
- Pencils
- Safety vests

## Fire Team

Ed Anaya – Day Custodian

Dawne Kobzoff/Sam Luna – Evening Custodian

### Fire Team will:

1. Secure area and evacuate students and staff, if necessary
2. Confirm the existence and location of the fire
3. Notify the command center of existing fire(s)
4. Receive input from the Search and Rescue Team
5. If needed, use appropriate fire control equipment to rescue

### Equipment/Supplies:

- CO2 Fire Extinguishers
- Gloves
- Blankets
- Helmets
- Two-way radios
- Safety vests

### Assigned Areas:

- Areas affected by the fire and surrounding areas

## Search and Rescue Teams

<b>Team #1</b>	<b>Team #2</b>	<b>Team #3</b>	<b>Team #4</b>	<b>Team #5</b>
Rachel Klahorst	Michelle Green	Susan Goellrich	Tuly Garcia	Cecilia Hernandez
Patsy Okino	Jana Godbout	Shannon Smith		Danette Brown

## Search and Rescue will:

1. If they are classroom teachers, release their students to their buddy teacher
2. Report to the first aid station to receive team assignment
3. Sweep through assigned area
4. Check each room vocally, visually and physically
5. Report any injuries to the first aid/command center stations using two-way radio
6. Extinguish small fires using classroom fire extinguishers
7. Upon completion of the search, report to first aid team to assist with injuries, if needed
8. Turn in search and rescue assessment forms to the command center
9. Return to assembly area upon completion of all duties

## Equipment/Supplies:

- Clipboards
- Search and rescue assessment forms
- Tape
- Flashlights
- Gloves
- Hard hats
- Safety vests
- Two-way radios

## Search areas:

Team #1 - Classrooms and bathrooms in 400 building

Team #2 - Classrooms and bathrooms in 300 building

Team #3 - Classrooms and bathrooms in 200 building

Team #4 - Kitchen and bathrooms in the cafeteria building

Team #5 - Offices, library, classrooms, and restrooms in the school office



Cafeteria and Custodial Team

Gertrudis (Tuly) Garcia – Kitchen Lead

Ed Anaya - Custodian

Cafeteria and Custodial Team will:

1. Shut off utilities after necessity is determined
2. Lock or unlock gates to provide egress for emergency services
3. Set up tables and chairs at the command center, first aid station, and the parent communication center
4. Determine resources that are available for immediate school use:
5. Water, food, power, radio, telephone and sanitary conditions
6. Report extent of damage to the command center

Equipment:

1. Tools and toolbox
2. Emergency organization plan
3. School maps
4. Cooking and serving utensils
5. Two-way radios

## Parent Communications Team

Natalie Nunez – School Office Manager

Parent communication team will:

1. Set up the parent communication center
2. Display “Parent Communication Center” signs
3. Verify parent/guardian identification on emergency student release cards or the Family Emergency Plan Checklist prior to releasing students
4. Maintain emergency release log of all students released from campus
5. Check off, from the school roster, the names of all students released from campus

Equipment:

- Emergency student release cards
- Class roster
- Emergency release log
- Student support team release notes
- Parent communication sign
- Two-way radio
- Keys
- Clipboard
- Pencil/Pens

Location of the Parent communication center:

- Adjacent to the command center

## Support Personnel

### School Resource Officer

The School Resource Officer (SRO) is the sworn member of the La Habra Police Department (LHPD) assigned to deal with Law Enforcement related activity involving any actions in which students of La Habra City School District (LHCSD) are suspects, witnesses or victims or crimes in which the District is the victim.

In addition, the SRO will:

- Serve as a member of the Student Attendance Review Board
- Act as a liaison between the LHCSD and the LHPD
- Provide referrals as needed
- Notify school administration when law enforcement activity off campus has repercussions that affect the school
- Assist in the investigation of ongoing crimes involving LHCSD students, which requires their contact during school hours

### School Counselor

The LHCSD School Counselor provides all learners access to a developmentally appropriate and comprehensive guidance counseling program focused on academic success, personal and social development, and career and college guidance. Typical duties of the school counselor include:

- Guide individuals and groups of learners through the development of communication, problem-solving, decision-making, social/emotional learning, and conflict resolution skills
- Assist teachers and provide leadership on tiered interventions related to emotional, social, and personal development of students
- Provide prevention and intervention services for learners such as social skills development, social-emotional learning, and conflict resolution and crisis intervention
- Consult and collaborate with District specialists such as school psychologists, community liaisons, and school nurses to provide families with information on community-based resources
- Participate in the School/District crisis team

## Preparing for an Emergency and Site Maps

### Before an Emergency

It is important for the school to be surveyed with evacuation in mind. This includes identifying potential hazards both inside and outside:

#### Inside

- Suspended ceilings, hanging light fixtures
- Large windows not protected against shattering
- Bookcases, cabinets, computers, TV's, VCR's and projectors
- Storage areas with cleansers, paint or hazardous materials

#### Outside

- Places where the natural gas supply, water, sewer or electrical grids cross the site
- Power lines and electric shock hazards such as fences and metal buildings
- Areas near buildings and covered walkways where debris, roof tiles or glass may fall
- Routes past concrete walls
- Trees

### Additional Preparation

- Designate evacuation routes without overhead hazards and other types of hazards
- The needs of students with disabilities should be considered when planning an evacuation
- Assembly areas should be as close to the evacuated facility as safe
- Establish alternate routes to the designated assembly areas
- As staff plans their evacuation routes, always make sure they know what they want to do and where they want to go
- School emergency plans should be reassessed after every emergency and modified as needed
- Necessary changes are to be reported to the administrator
- Staff will be trained to implement the plan
- Exercises will be conducted monthly each school year
- Alternate routes and methods will be practiced
- Substitutes, temporary faculty, and staff should review these emergency response guides before beginning class or work

- Employees are to be prepared to receive students who may be evacuated from another school
- Identify those employees responsible for securing student medicine and emergency cards

#### Emergency Two-Way Radio Communications

The District's two-way radios are assigned to each school site. Channel 1 is for emergency use only. In the case of an emergency, when landlines and cell phone communications have been interrupted, all communication over the two-way radios shall be limited to that of an emergency nature.

All administrators are to practice using their two-way radio during drills.

#### Use of Two-Way Radio Communications

During a District-wide drill or a real emergency, all sites shall use the Emergency Channel to communicate with the District Emergency Operations Center (EOC). No one shall proceed with transmission before they identify themselves and their location (i.e., site) prior to transmitting a message.

When applicable, the school site administrator in possession of the digital hand-held radio should turn it on as soon as possible during or following an emergency that has affected the landlines and cell phone communications with the District Office.

If an emergency occurs, which has only affected your school and you have lost landlines and cell phone communications with the District Office, turn on your District digital two-way radio, identify yourself and your site location, wait for an acknowledgment and proceed with your transmission.

Following a natural disaster, such as an earthquake, the school site administrator should not attempt to transmit a message until the District EOC center begins the roll call unless there is a life-threatening injury or situation.

The roll call is as follows:

When the District EOC Incident Commander says, "Beginning roll call," the school site administrator should prepare to identify himself/herself and give an assessment of injuries and/or damage to the site.

### Evacuation Should Never Be Automatic

There may be more danger outside than inside. There may be no safe assembly areas outside. There may be no clear routes to get outside.

Teachers are to survey their classroom to see if it is safe to stay inside. It may be safer inside the classroom, even in the dark, than outside in danger. Before a decision is made to vacate a classroom or school, it must be determined if there is a safe route and a safe place to assemble the students.

### Administrators

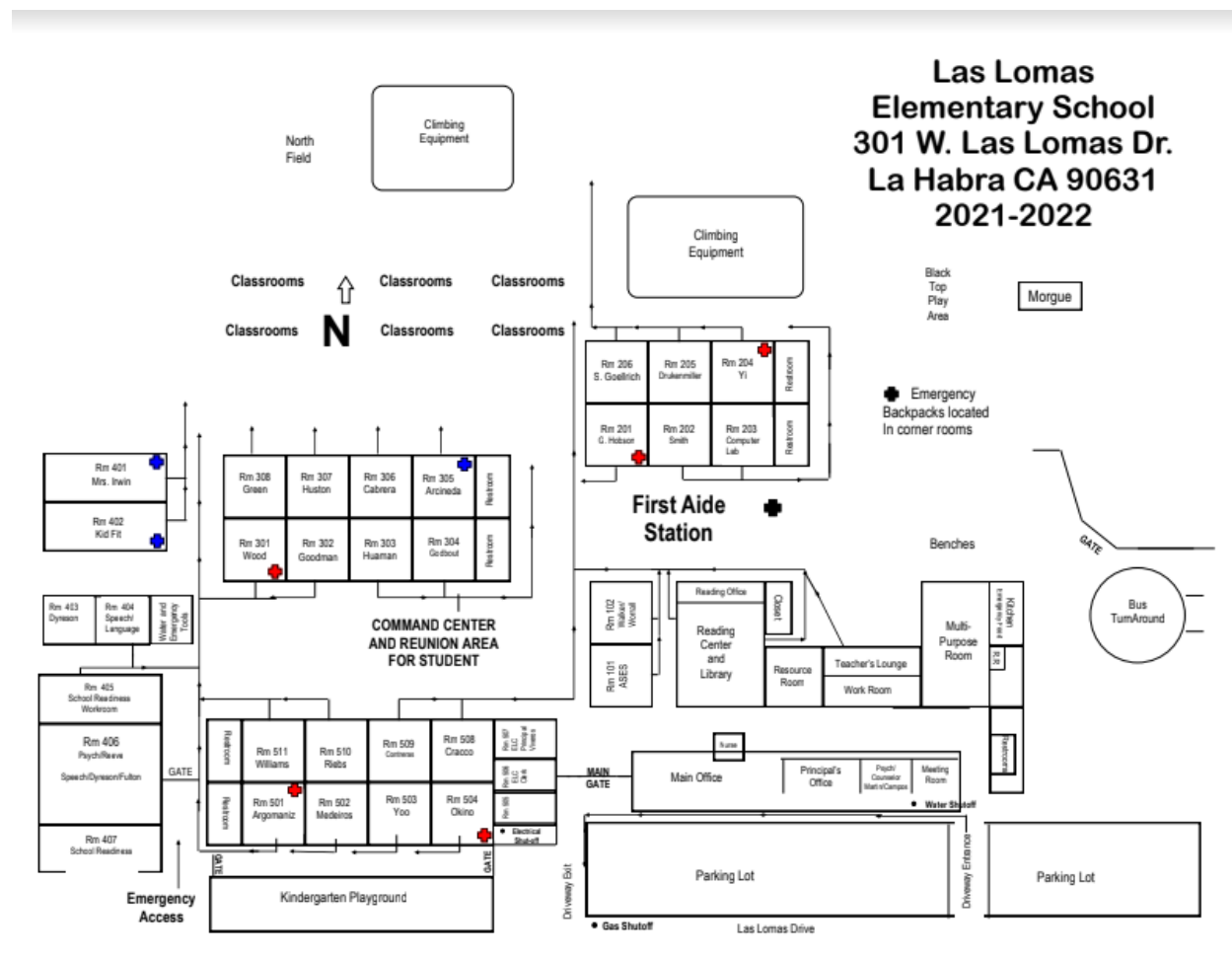
- When an emergency occurs, assess the situation and notify the School Resource Officer and Superintendents' Office
- Determine what is going on outside and inside the site
- Evaluate the short and long-term effects
- If needed, call 911 and request assistance
- Decide whether to keep students and staff in place or to evacuate all or part of the student body
- Contact teachers and staff to inform them of the situation
- Initiate initial response actions
- Mobilize your emergency management organization
- Determine the safest course of action
- Establish preferred routes and where to place the assembly area
- Formulate an incident response plan
- Communicate your directions to faculty, staff, and students by telephone, two-way radio, PA system, intercom or runners
- Notify District Public Information Officer (PIO).
- Follow up to see that your instructions were carried out as intended
- As needed, modify your plan to meet new needs or contingencies
- Keep the District informed of your status and needs

### Faculty/Staff

- When an emergency occurs: **DO NOT** automatically move students into the corridor or outside the building
- Evaluate the situation and inspect the area for hazards and dangers
- If a long period of time has elapsed and you have received no instructions, you will need to decide whether to remain or to evacuate
- If you need to move, determine the safest way to move your students and decide where you are going before you depart

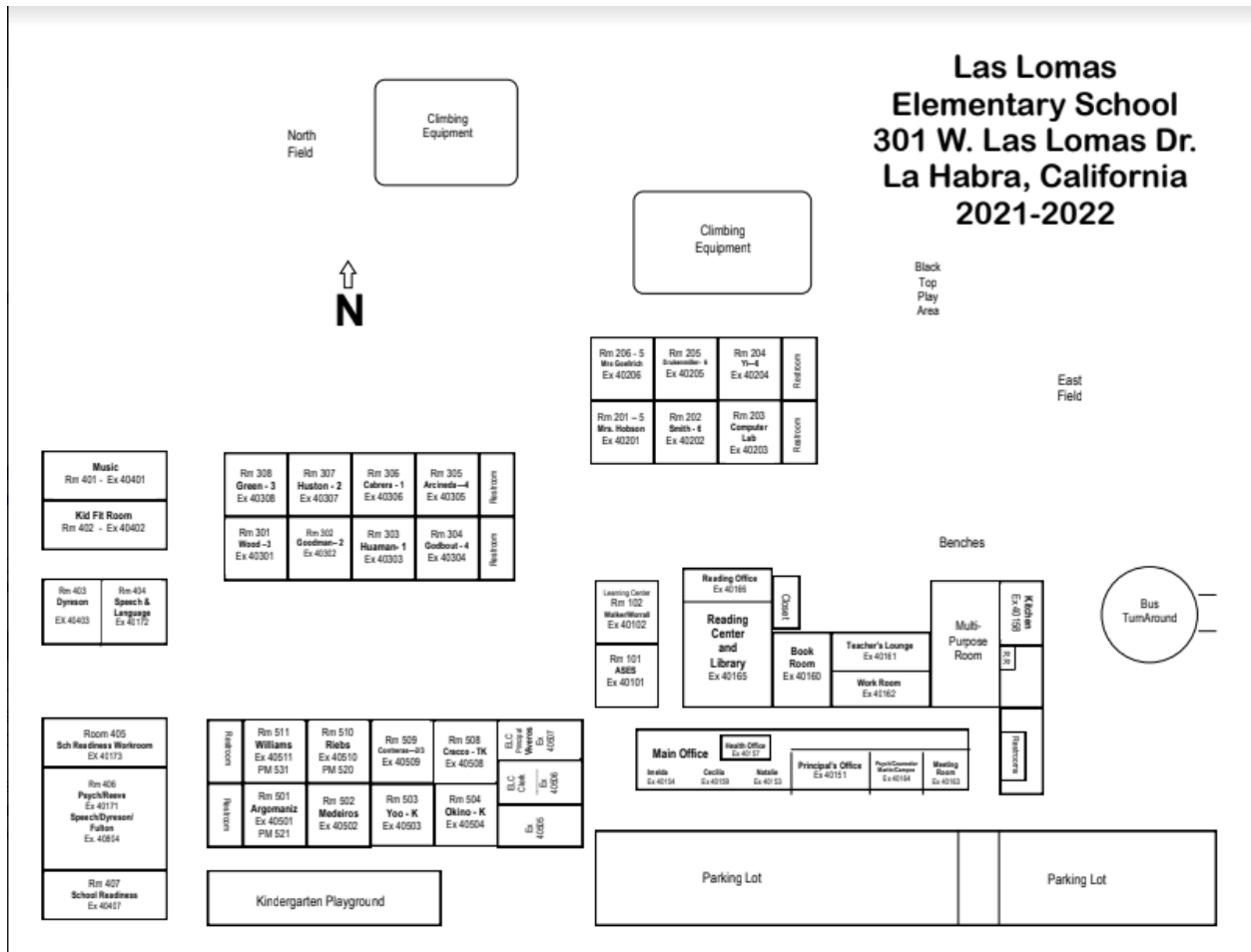
- Account for your students before you leave the classroom and after you arrive at your safe site
- Take your roll sheet
- Once you get to the assembly area, communicate your whereabouts to the Superintendent's Office

## Site Map – Evacuation Plan





Safe Ingress and Egress to School



## Site Evacuation

If the administrator in charge decides that imminent danger to life exists, he/she may order an evacuation. Evacuation will be made in accordance with the site evacuation plan. Take your two-way radio with you to communicate your progress/problems with the Emergency Operations Center.

Students who are capable of walking will stay on the sidewalks and proceed to the next designated alternate site. The primary assembly area will be:

### Field – Grass Area

The secondary assembly area will be:

### Grass area between Rooms 304 & 508

- Busses – to evacuate by bus the administrator in charge is to contact the Emergency Operations Center who will contact the transportation provider to arrange to have busses dispatched to the site for student/ staff pick up.
- Busses will drop off students at the nearest alternate site.
- The assembly area will be the field area.
- The EOC will contact the Superintendent and the Emergency Services Coordinator advising them of the status (number of students/staff and others to be transported).
- Students will be released only to individuals listed on the emergency card.
- A notification must be left at the school site indicating the address where students have been relocated.
- All further action will be directed by the administrator in charge.

## Off-Campus Emergency Evacuation Sites:

- Plan A: Pep Boys Parking Lot behind Walgreens at the corner of Euclid and Imperial
- Plan B: Open field area at the corner of Idaho and Las Lomas Drive

## On-Site Assembly Area

Primary/Short Term: *Field – Grass Area*Secondary /Long Term: *Cafeteria and Library*

- Take roll count of students and report findings to the administrator in charge
- Assess medical needs
- Request assistance as needed
- The Maintenance Department will act as the Emergency Operations Center (EOC) for the District. The District EOC will have the ability to contact and request assistance from the City. Requests for additional assistance will be made through the City's EOC to the county operations area.
- The School District EOC, after the emergency, will begin contacting all schools in alphabetical order starting with elementary schools to ascertain damage assessment and needs requirements. If an emergency exists at your site, feel free to break in and communicate your needs. (Use Emergency Channel 1).
- If the District cannot dispatch help, then the City EOC will be contacted to request assistance/aid.
- When the La Habra Police Department responds and sets up a command post, the Principal or their designee shall partner with the officer and respond to the command post.
- Provide medical care
- Provide for mass care needs (i.e., food, water, shelter, sanitation)
- Do not light fires or touch fallen wires
- Be alert for instruction from the administrator in charge
- Do not attempt to enter a building until it has been declared safe by an authorized official
- During a major emergency incident, students will only be released to the parent, guardian or the adult specified on the emergency card\*

\*There shall be no exceptions to the policy. Students who are not picked up by their parents may be transported to another shelter. Emergency response personnel may not arrive at school for several hours. It will be the school's responsibility to care for students and staff.

## Emergency Response Plans

### Armed Assault on Campus

An armed assault on campus involves one or more individuals who attempt to take hostages or cause physical harm to students or staff. Such incidents may involve a sniper, an intruder, gang warfare, civil unrest, hostage situation, or police activity such as a stakeout or vehicle pursuit.

Initiate warning system to alert staff:

1. The Principal/Designee will call 911, and then notify the Superintendent's Office
2. The extent of the emergency will dictate the course of action needed. The Principal or their designee will take appropriate action to assure that students and staff, if outdoors, return to and remain inside the buildings. All outside doors should be locked
3. Upon return to buildings, teachers will initiate roll call
4. Staff should take steps to calm and control students in all areas of assembly or shelter
5. Students and staff will remain indoors with lights off and keeping away from all windows until law enforcement confirms that the emergency no longer exists

**Armed Student(s) – Possession Only**

Any staff member must report to the school administration if a student is suspected of having a weapon on campus.

- DO NOT approach the student
- Stay calm
- In the safest manner possible, contact the administrator
- DO NOT attempt to retrieve the firearm
- DO NOT restrain or discipline the student

When an administrator or law enforcement arrives, discuss the following:

- Room number
- The name of the student
- The exact location of the student in the classroom
- Type of weapon suspected
- Location of the weapon
- Number of students in the classroom
- Demeanor of the student and any other useful information

If the student brandishes the weapon, see “Hostage Situation Procedure.”

### Animal Disturbance

This procedure should be implemented when the presence of a dog, skunk, coyote, mountain lion, snake or any other animal threatens the safety of students and staff.

Principal or their designee will notify the School Resource Officer or call 911 as the circumstances would dictate.

The Principal or their designee will initiate the appropriate actions, which include LOCKDOWN or EVACUATION from the affected area.

Upon discovery of an animal, staff members will attempt to isolate the animal from students. If the animal is outside, students will be kept inside. If the animal gets inside, then the students will remain outside. It is suggested closing doors or locking gates as a means to isolate the animal.

The La Habra Police Department's Animal Services Division should be notified in a timely manner.

## Biological/Chemical Release

## Inside the classroom:

- Faculty/Staff will inform the principal
- Evacuate the building in a safe manner upwind of the affected area
- The Principal will have security/utilities team isolate and restrict the area
- Faculty/Staff will turn off local fans, close windows, shut down building's air handling system
- Faculty/Staff will check for any students having any contact with hazardous substance/s

## Outside the classroom and localized:

- The Principal will direct staff to remove students from the affected area and proceed upwind of area
- The Principal will call 911
- Securities/Utilities team will isolate and restrict affected area Faculty/Staff will turn off local fans, close windows, shut down building's air handling system
- Faculty/Staff will check for any students having any contact with a hazardous substance
- The Principal will notify the Superintendent's Office

## Surrounding Community:

- The Principal will be informed or will determine if a potentially toxic substance has been released into the atmosphere
- The Principal will initiate an evacuation or lockdown if necessary
- Securities/Utilities team will turn off all local fans, shut down building air handling system, lock doors and windows, seal gaps under windows with wet towels or duct tape, seal vents and turn off sources of ignition as practical
- All students located outdoors will be directed to proceed immediately to nearby classrooms or buildings
- The school will remain in lockdown mode until an appropriate agency provides the clearance
- The Principal will notify the Superintendent's Office

## Bomb Threat

Any person receiving a telephoned bomb threat should:

- Keep the caller on the line as long as possible.
- Alert the administration in an appropriate manner.
- Try to determine the age and sex of the caller.
- DO NOT take any chances and contact the school administrator for every threat.
- Leave environment where the bomb is supposed to be as is (i.e., if the door is open, leave open; if lights are on, etc.)
- When directed to do so, evacuate all students and staff from threatened area or buildings.
- Do not remove anything from the classroom and instruct students to leave all backpacks behind.
- If a device is located or observed DO NOT TOUCH IT or MOVE IT.
- Evacuate and wait for further instruction.
- Expect the police department to ask the staff if they had seen anything out of the ordinary.
- School personnel should not search for the device or enter the area.



### Demonstration/Walkout

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

- Faculty/Staff will notify school administration immediately.
- The Principal will call 911.
- School administration will initiate appropriate response action, which may include a LOCKDOWN.
- School administration will notify the Superintendent's Office.
- School security will immediately proceed to the front of the school and control the campus.
- School administration will designate staff to accompany students going off campus for supervision and to notify law enforcement.
- Students not participating in the unlawful demonstration will remain in the classroom.
- Teachers will close and lock doors; all staff will close window coverings.
- School administration will notify parents of the incident as appropriate.

### Disorderly Conduct

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

**THE GOAL IS TO CALM AND CONTROL THE SITUATION AND ATTEMPT TO ISOLATE THE PERPETRATOR FROM OTHER STAFF AND STUDENTS TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.**

- The Principal will notify the School Resource Officer or call 911 as the circumstances dictate.
- The Principal will initiate appropriate immediate response actions, LOCKDOWN or EVACUATION.
- The Principal will assign a staff member to meet police and escort them to the location of the disturbance.
- The Principal will contact the Superintendent's Office as soon as practical.
- Classes should remain in session until law enforcement determines the situation is under control.
- If the perpetrator is a student, police will decide if or when to contact family.
- School personnel at the scene of the disturbance:
- Clear bystanders and encourage students to "go about their business" and not get involved.
- Intervene to defuse the situation to the extent possible without threatening your own or staff safety

## Earthquake

### If inside a building:

1. Implement “DROP, COVER, HOLD ON” and do not face the windows
2. Take precautions against falling objects
3. Get beneath a desk, table or bench and assume Drop, Cover and Hold position (kneeling with hands on head)
4. If cover is unavailable, get against an inside doorway or crouch against wall and cover head
5. Stay away from outside walls and area where there are large panels of glass or heavy suspended light fixtures
6. After the earthquake is over and the ground has stopped shaking, evacuate to the assembly area via designated evacuation route. (Beware of fallen objects, electrical wires, etc.)
7. Implement “buddy system” to handle any injuries (i.e., one teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes)
8. Take roll at assembly area, report information to assembly captains, and report to duty stations

### If outside:

1. Implement “DROP, COVER, HOLD ON”
2. After the earthquake is over and the ground has stopped shaking, evacuate to the assembly area. (Beware of fallen objects, electrical wires, etc.)
3. Take roll at assembly area, report information to assembly captains and report to duty stations

### Materials Needed for Evacuation:

1. Emergency Folder
  - a. Emergency procedures
  - b. Evacuation map
  - c. Class rosters
  - d. Classroom attendance count
  - e. Notepad and pencil
2. First Aid Kit

### Explosion/Risk of Explosion

In the event of an explosion or risk of an explosion, such as those caused by leaking natural/LP gas or other causes, the following actions will be needed:

1. Faculty/Staff will give the command to “Drop-Take Cover.”
2. Site Administrator will call 911
3. If the explosion occurred within a building or threatens a building, the staff should immediately implement action to evacuate the building
4. Sound the fire alarm
5. Move to an area of safety as far away from the hazard as possible and maintain control of students
6. Render first aid as necessary
7. Use a fire extinguisher if appropriate (Note: Staff should be aware of locations and proper use of fire extinguishers)
8. Take roll
9. The administrator will direct further action as required
10. Students and staff should not return to the school until the Fire Department Officials and Law Enforcement declare the area safe
11. The Administrator will assess the situation and call the District Office Disaster Preparedness Coordinator as soon as practical
12. Students/staff will evacuate buildings in a direction away from the threat of explosion and move to a location upwind and as far away from the site as possible
13. Take roll again

The site administrator will direct further action as necessary

## Fight/Large Group Disturbance/Riot

THE GOAL IN THIS SITUATION IS TO PREVENT ESCALATION AND CONTAIN THE AREA TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

## School Personnel:

- Notify the School Resource Officer
- The principal/designee will call 911
- The principal/designee will meet police and escort them to the location of the disturbance
- School personnel should contact school security immediately
- Faculty/Staff will hold classes, if in session until law enforcement determines the situation is under control
- Clear bystanders and encourage students to “go about their business” and not get involved
- Intervene to defuse the situation to the extent possible without threatening your safety or the safety of your staff
- The administrator will inform the Superintendents’ Office as soon as possible

### Fire on School Grounds

If a fire starts anywhere on the school campus:

1. The person discovering a fire or smoky area within the school perimeter will contact the office immediately
2. The principal or designee will sound the fire alarm immediately. In the case of electrical failure, the principal or designee will disperse a team to make the fire announcement.
3. Students and staff will evacuate the building in accordance with the fire evacuation route posted in each room
4. Teachers must take emergency folder and first aid kit when evacuating
5. Turn off lights and overheads when leaving room
6. Close all doors upon exiting room or building
7. Implement “Buddy System” to handle any injuries (teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes)
8. Use emergency folder contents to:
9. Take roll.
10. Complete attendance count form.
11. Send attendance count form to assembly captains.
12. Report to duty stations.
13. The administrator will inform the Superintendents’ Office as soon as possible.

### **Dispatch Numbers:**

La Habra City Police Department - (562) 383-4300

Los Angeles County Fire Department - (562) 868-0411

Dial 911 in case of an emergency

### Fire in Surrounding Area

This procedure addresses the situation when a fire is discovered in an area adjoining the school. Decisions should be made based on the size and location of the fire, proximity to the school and how likely the fire will affect the school.

1. Principal/Designee will initiate appropriate response action, lockdown, evacuation or off-site evacuation.
2. Principal/Designee will notify police – 911
3. If Evacuation:
4. Students and staff will evacuate the building in accordance with the fire evacuation route posted in each room.
5. Teachers must take emergency folder and first aid kit when evacuating.
6. Turn off lights and overhead projectors when leaving the room.
7. Close all doors upon exiting room or building.
8. Implement “Buddy System” to handle any injuries (teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes).
9. Take roll at the assembly area, report information to assembly captains, and report to duty stations.
10. The administrator will inform the Superintendents’ Office as soon as possible.

### Air Quality

If the air quality is poor due to smoke, dust or ash particles in the air, then the principal or site administrator may decide to limit physical activity for the period of poor air quality.

## Flooding

This procedure applies whenever stormwater or other sources of water intrude or threaten to intrude school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare.

Alternatively, flooding may also occur without warning as a result of damage to water distribution systems.

- The principal or designee will initiate appropriate immediate response actions;
- LOCKDOWN, EVACUATE, or OFF-SITE EVACUATION
- The principal or designee will notify 911
- Principal or designee will notify the Superintendent's Office



### Food or Water Contamination

This procedure should be followed if site personnel suspect contamination of either food or water. It 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 or water contamination.

Indicators may include unusual odor, color, taste, or multiple employees experiencing nausea, vomiting or other illness.

The principal or their designee will:

- Isolate suspected contaminated food/water and restrict access to the area
- Notify 911
- Notify the Superintendent's Office
- Will cooperate with the Orange County Public Health Department
- Notify parents of affected students

The Faculty will:

- Make a list of all potentially affected students and staff
- Make a log of symptoms, the suspicious food/water, quality and character of products

Medical first responders will assess the need for medical aid.

## Hostage Situation

Remember Time is on your side!

If the entire classroom is taken hostage:

### Do

- Stay calm
- Obey suspect's commands
- Be passive
- Try to calm suspect and listen to complaints or demands
- Keep students calm and don't allow them to agitate the suspect
- Ask permission of suspect at all times

### Don't

- Try to be a hero
- Challenge the hostage taker
- Confront the hostage taker
- Argue or fight
- Use words "hostage, captive or negotiate"

KEEP ALL RADIOS, TV'S AND COMPUTERS TURNED OFF. If possible and without increasing risk to you, minimize any possibility that the suspect can hear or see NEWS REPORTS.

Be calm and patient and wait for help. Keep in mind the average hostage incident lasts approximately six to eight hours.

**TIME IS ON YOUR SIDE!**

### Intruder(s) on Campus

A campus intruder is anyone who loiters or creates disturbances on school property.

#### Daily routine:

- It is important to maintain a closed campus requiring all visitors to register at the office
- Visitors must receive a badge that identifies them as having registered
- Staff must address ALL individuals found on campus who have not obtained the appropriate visitor badge, as safety permits, and direct them to the school office

#### In the case of a disturbance:

- Staff should contact the school office and give the location of the suspected intruder
- Depending upon the circumstances, lockdown procedures may be implemented
- Wait for instruction from the administrator
- During the lockdown, if you see the intruder, contact the office and give the location immediately
- The principal or the school administrator will call 911 if required
- After the lockdown, take roll and notify school administration of any missing students
- Limit phone and radio traffic to emergency use
- The administrator will notify the Superintendent's Office if needed
- Remain on lockdown mode until released by law enforcement

## Site Initiated Lockdown

Public Address notification: ***This is a lockdown; this is not a drill.***

If INSIDE a building:

1. Lock your door immediately upon notification of lockdown.
2. DO NOT LET ANYONE IN YOUR ROOM AFTER YOU HAVE LOCKED THE DOOR.
3. Close drapes, blinds or other window coverings that may exist.
4. Direct students to sit on the floor, as low as possible being as quiet as possible.
5. Take roll and make a list of missing students.
6. Remain inside of classroom or building and DO NOT let anyone out until an administrator has given an all-clear announcement

If OUTSIDE a building:

1. Immediately report to your room bringing all students in the area into your room even if the student is not on your roll.
2. LOCK YOUR DOOR IMMEDIATELY UPON NOTIFICATION OF LOCKDOWN.
3. DO NOT LET ANYONE IN YOUR ROOM AFTER YOU HAVE LOCKED THE DOOR.
4. Close drapes, blinds or other window coverings that may exist.
5. Direct students to sit on the floor, as low as possible being as quiet as possible.
6. Take roll and make a list of missing students.
7. Remain inside of classroom or building and DO NOT let anyone out until an administrator has given an all-clear announcement

Students and staff caught outside during a lockdown:

1. Individuals who are found outside of a secure building during a lockdown should look for an open room.
2. If you become aware of staff or student locked outside of classrooms inform the office immediately.
3. In the event that a secure classroom cannot be located, students should seek cover in a restroom.

## La Habra Police Department Initiated Lockdown

The La Habra Police Department is charged with ensuring public safety in a manner that facilitates a swift and positive resolution while minimizing the impact on the community and affected schools. In an effort to ensure a proper response to incidents that can potentially impact schools within the city, the La Habra Police Department is working with other local law enforcement agencies and schools to establish a uniform response plan. As such, a 3-level lockdown procedure has been established in order to ensure the safety of students and staff, as well as ensuring that there is minimal (yet still safe) impact on the learning environment.

### Notification procedures:

Nothing in this procedure is intended to limit the school's ability to implement a lockdown on their own. However, in instances where the police department is requesting the school implement a Level 1, 2, or 3 lockdowns, the La Habra Police Department personnel will notify the school's principal (or their designee) via telephone. That notification may be requested by the Incident Commander (Field Supervisor or their designee) or the School Resource Officer and will typically be made by communications (Dispatch) personnel.

### Levels of a lockdown:

This procedure involves three (3) different levels, based on the severity of the incident, taking into account the following information:

- Nature of the incident at hand
- Nature of any suspect(s) involved (including known criminal history, crime alleged, weapons, gang affiliation, threats made, etc.)
- Proximity to the affected school

*In any of the lockdown levels, it is imperative that school staff follow all campus safety protocols (which should be known and familiar to them via their administrations). Regular practice drills are strongly suggested. Staff should also be reminded to maintain a calm, yet assertive demeanor, as this greatly influences the students' response to the direction they receive.*

*It is critical that staff members be adaptable to take the necessary means (using their training, knowledge of policies, and common sense) to safely resolve a situation at hand.*

**LEVEL 1:   “ALERT” - (Yellow)**

Level 1 lockdowns will result in the affected school securing its perimeter gates, if applicable, and restricting access on and off campus. This is the least restrictive level in terms of impact to the affected school site. In most instances, students will not be aware of an “ALERT” status, as classes will continue as normal. Campus supervisors and administrators should take steps to have a visual presence on campus to ensure the safety of their school.

Example: The police department would notify the affected school that they are conducting police activity (i.e., search/arrest warrant, or some other police activity) in the general vicinity of the school, but they do not expect it to affect school operations

**LEVEL 2:   “CAUTION” - (Orange)**

Level 2 lockdowns are more restrictive and will result in students being kept inside classrooms, with unsupervised movement on campus prohibited. School staff will conduct thorough site patrols to ensure all students are in a classroom.

- Example: A police pursuit terminated near the affected school and police are searching the general area for the suspect; there is no additional information to believe that the suspect is armed or dangerous
- Example: This level of lockdown is typically used for instances in which there is police activity near the school, but generally not directly affecting the campus
- A student who is not in a classroom (i.e., in a hallway, quad area, etc.) at the time the level 2 lockdown is implemented should be directed to the nearest classroom and accounted for by staff
- Once safely inside and accounted for, the student can then be escorted by staff back to ensure safe arrival to his/her designated class/teacher
- Supervised student movement can be allowed in cases of need (i.e., bathroom necessities), but should be conducted on a case-by-case need and assessment
- Generally, classroom instruction should continue as usual
- In summary, a Level 2 lockdown allows for the continuance of normal “inside classroom” activities; however, unsupervised student movement on the campus should not occur
- Any outdoor activities (i.e., PE classes, should be directed into a structure, such as the gym or classroom) until the level 2 lockdown is lifted

LEVEL 3: “EMERGENCY” - (Red)

Level 3 lockdowns will be initiated when the incident poses a significant threat to the safety of the students at the affected school site and will result in the most substantial steps being taken by the school and the police department to maximize the safety of students and staff. In the event of a Level 3 lockdown, all student and staff movement should cease, and staff should ensure that students shelter in place and that the school’s lockdown measures are implemented:

- Students should take positions of safety within classrooms
- All known students shall immediately be brought into the nearest classroom and accounted for
- Lock and secure classroom doors and remain inside
- Close any shades, drapes or blinds and keep students away from windows
- Keep students calm and quiet (**your demeanor has a direct impact on student demeanor**)
- Turn off lights and cover windows, if possible
- Have students sit on the floor or remain under desks and tables
- For rooms that have doors that open inward, consider placing furniture in front of doors to block access
- Remember lessons from “RUN, HIDE, FIGHT” philosophy (if this training was provided to you)
- MENTALLY PREPARE YOURSELF TO TAKE NECESSARY ACTION – should the situation call for it
- Take roll and notify the office of any students from other classrooms
- Follow specific campus safety protocols
- Wait for further instructions from school administrators

Example: This level of lockdown will be used for the most severe types of incidents where it is believed that there is an imminent threat to students and staff. Examples would include an active shooter, armed intruder on campus, or other incident that necessitates the immediate lockdown of the school site.

#### Deployment of officers to affected schools:

In the event of a Level 2 or Level 3 lockdown, and depending upon available officers, the La Habra Police Department will make every effort to have a School Resource Officer (SRO), or other designated officer, respond to the campus to meet with school administrators, ensure the safety of students, and facilitate the orderly operation of the lockdown from initiation to conclusion. The responsibilities of the assigned officer include but are not limited to:

- Direct interaction with the principal or designated staff member
- Direct communication with the Incident Commander
- Relaying critical information which directly impacts the school
- Planning and coordination of school evacuations, if necessary
- Planning and coordination of dismissal of students to parents/guardians
- Traffic staging and management (i.e., parents, buses, etc.)
- Notification of principal or designee upon resolution of the incident
- Contingency planning with school staff in the event that the incident escalates, is prolonged, or directly involves the campus
- Determination of the need for additional resources (i.e., additional officers, SWAT, medical, bomb squad, etc.) and requests through the Incident Commander

#### Communications center responsibilities:

In the event of a lockdown, police department personnel shall notify the affected school as soon as possible and advise them of the lockdown level. In the event of a Level 2 or 3 lockdowns, communications personnel will make every attempt, based on available resources, to have an officer deployed to the affected school, with School Resource Officers (SRO's) being the preferred option.



#### Determination of need for lockdown:

The determination for the need to institute a school lockdown in most cases will be the responsibility of the Incident Commander or highest ranking officer on scene (generally the Field Sergeant or Corporal) but can be made by any officer who believes that current circumstances dictate the need for such lockdown. In the event that a school lockdown becomes necessary, the affected school(s) should be notified as soon as possible via telephone to the school office. This notification should be made through the police department's communication center. The caller should obtain and provide the following information when feasible:

- Name of the school staff member being contacted
- Advise the school of the necessary lockdown and level
- Provide basic information regarding the need for the lockdown (including police activity, if possible)
- Estimated duration, if that can be forecasted
- Obtain the name of the school's point of contact, in the event an officer needs to respond (this should include contact numbers, including cell phone number and is typically the principal)
- Provide a number for the school to call back (in a Level 3 lockdown, Dispatch may be too busy to field additional calls and consideration may be given to using desk personnel, or other personnel as decided upon by the Watch Commander or his/her designee)

#### Notification of affected police department personnel:

A school lockdown has the potential to impact operations of the entire affected school district, as well as the police department and other city services. For this reason, it is essential that proper notification is made to affected personnel. Typically, notifications will be made by the on-duty Watch Commander, but may be made by the Communications Bureau in the event that the Watch Commander is unavailable or at his/her request:

- Field personnel should notify (or have Dispatch notify) the Watch Commander should a school lockdown be implemented
- The Watch Commander or his/her designee should notify the Chief of Police and Command Staff regarding school lockdowns
- The Chief of Police (or his designee) will be responsible for making notifications to the affected school district's superintendent
- The Chief of Police (or his designee) will be responsible for making any department level notifications (City Manager, City Council, etc.)
- The Watch Commander or Dispatch should notify the department's Public Information Officer (PIO) who will coordinate with the school district's PIO

Notification of affected school district personnel:

Schools should establish protocols for making necessary notifications in the event of a school lockdown. These notifications take into account the need to notify the following:

- School district personnel
- School administrators and faculty
- Students
- Parents of students

School district personnel:

Because a school lockdown has the potential to create widespread concern within the community, it is essential that administrators of the affected school have a plan in place to notify their respective school district offices. School districts should establish notification guidelines and responsibilities as necessary to accomplish this task.

School administrators and school personnel:

Schools should ensure that in the event of a lockdown, they have procedures in place to make necessary notifications to all administrators, as well as affected staff members, in order to ensure a safe environment for all involved:

- Schools may consider utilizing public address systems to make notifications (keep in mind that if you announce a lockdown over a PA system, you may cause unnecessary alarm for students)
- During Level 2 or 3 lockdowns, the school office, including the attendance office will be inundated with phone calls and may want to consider utilizing computers (mass emailing updates to staff) in lieu of telephones
- During Level 2 or 3 lockdowns, student accountability is important and schools are encouraged to develop a plan by which staff can utilize computers to notify the attendance office of any additional students that may have sought shelter in their classrooms (this frees up telephone communication for emergency calls and provides an electronic copy of attendance records, which is important because, during chaotic situations, information may not get relayed accurately over the telephone)

Important Note:

Schools may want to consider a secondary location for operations, in the event that the school office becomes inaccessible. That secondary location should have the necessary equipment, including computers, phones, contact information, and phone numbers.

Students:

Schools should rehearse lockdown drills with their students to ensure that in the event of an actual lockdown, students understand the procedures. Additionally, since it has been proven that students will inevitably use cellular devices to communicate with parents and friends about the events occurring, it is suggested that schools use this effective device to their advantage by encouraging students to notify their parents that they are “OK” and providing updated information to parents about evacuations and student pick up areas.

By encouraging students to text their parents with updated information, schools have a better chance of reducing potential panic by controlling or dictating the message being disseminated.

Consideration should be given to having the responsible staff member (teacher) orchestrate a text from their students to the parents. For example:

The teacher can instruct his/her class: “Students, get out your cell phones and, together, we are going to put them on the ‘silent function.’ Now, I want you to type the following message to your parents, ‘Mom/Dad...I AM OK and SAFE, but the school is in lockdown. Do not respond to the school. They will not let you in until it is done. I AM OK. Either I or the SCHOOL will let you know when it is over.’”

Parents:

In the event of a school lockdown, parents will be understandably upset and concerned about the safety of their students. This leads to a potentially overwhelming burden on office personnel tasked with monitoring telephones. In order to reduce this burden, schools should develop or incorporate a method of electronic or cellular notification to parents. Commonly known as a “reverse phone system,” schools can send out mass phone messages, texts or emails, alerting parents to the fact that there is a lockdown in place and provide updates. Consideration should be given to send similar language as cited in the previous section concerning students sending texts.

Some school districts and cities utilize social media, such as Twitter and Facebook, as an additional means of providing information in times of crisis. Whichever method schools choose, certain basic information should be provided in a timely manner and schools should designate several staff members to be responsible for the dissemination of this information:

- School(s) that are affected
- Alternate pick-up sites for parents to respond in order to retrieve their student(s)
- Timely updates regarding the school lockdown
- Reassuring parents that their students are safe and giving updates as necessary

Important Note:

The school should designate a staff member with the responsibility for disseminating information. The Administrator or designee needs to approve the released information. This ensures that the most accurate and up-to-date information is being released and does not jeopardize safety or

facility security, or create additional burdens for the school or law enforcement. Schools may want to consider creating a form for such releases, which include the message, signature of the person authorizing the release, and the time and methods in which the message was disseminated.

### Loss or Failure of Utilities

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

- If water or an electrical line is broken, an effort should be made to turn off the water or power to the affected area and notify the school administrator immediately
- Upon notice of loss of utilities, the school administrator will initiate appropriate immediate response actions, which may include LOCKDOWN or EVACUATE BUILDING(S)
- The school administrator will notify the Maintenance and Operations Department and will provide the location and nature of the emergency
- The school administrator will notify the superintendent of the loss of utility service
- If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion

### Motor Vehicle Crash

If an accident, such as a motor vehicle collision occurs on or near campus, or if a student or staff member is seriously injured on campus:

- Principal or designee will call 911
- Principal or designee will contact the school office to report the incident and any persons injured or trapped
- If NO buildings are in immediate danger, staff will instruct students to stay in their classrooms
- If buildings are damaged, staff will evacuate everyone from the building as appropriate
- Employees will maintain control of students and take roll
- If evacuated, wait for instructions from the administrator

### Plane Crash

If an accident, such as a plane crash happens on or near campus, or if a student or staff member is seriously injured on campus:

- Principal or designee will contact the school office to report the incident and any persons injured or trapped
- If NO buildings are in immediate danger, staff will instruct students to stay in their classrooms
- If buildings are damaged, staff will evacuate all students and staff from the building as appropriate
- Employees will maintain control of students and take roll
- If evacuated, wait for instructions from the administrator

### Helicopter Landing

On occasions, law enforcement or an air ambulance is required to land on a school campus. In the event that a school is to be used as a landing zone in an emergency the principal or designee should:

- Contact the School Resource Officer to assist in the coordination of events between law enforcement and the school office
- Notify all staff of the pending landing
- Initiate a “Lockdown” restricting all students to their classrooms, canceling or postponing lunch and/or recess until the helicopter has departed from the campus
- Notify the District Office and keep them updated on the circumstances

## Severe Heat Advisory

In cases of an extreme temperature advisory, the following guidelines should be followed:

- Outdoor activities by students and staff shall be modified to prevent heat stroke or heat exhaustion during hot weather.
- When temperatures are 80 to 90 degrees Fahrenheit, the following precautions **shall be taken**:
  - Allow unrestricted access to water.
  - Provide adequate time (at least ten minutes per hour) for rest and cooling.
  - Carefully watch those athletes/students with a tendency toward obesity and those with a history of heat-related illness, for signs of hyperthermia.
  - During periods of moderate to high humidity, avoid prolonged vigorous activity.
- When temperatures are 90 to 100° Fahrenheit, the following precautions shall be taken:
  - Avoid any prolonged vigorous activity, regardless of humidity level.
- When temperatures are above **100° Fahrenheit**, the following precautions **shall be taken**:
  - All vigorous outdoor activity is to be avoided.
  - Limit outdoor activities to short periods of time.
  - Allow unrestricted access to water, even indoors.
  - Carefully watch those athletes and students with a tendency toward obesity for signs of hyperthermia.
  - Students with a history of heat-related illness shall remain indoors.
  - Limit athletic practices to short, non-vigorous workouts.

## Psychological Trauma

Crisis management at LHCSD specifies action during and subsequent to any emergency that may have a psychological impact on students and staff such as an act of violence; death of a student or staff member; an earthquake or other natural disasters; or a serious environmental problem. Emergencies like those described above usually produce one or more of the following conditions:

- The school administrator will establish a Crisis Intervention Response Team (CIRT) which has primary responsibility for providing necessary assistance after all types of crises
- CIRT will assess the range of crisis intervention services needed during and following an emergency
- CIRT will provide direct intervention service
- CIRT will advise and assist the school administration to restore regular functions as efficiently and quickly as possible
- In performing their duties, CIRT members will limit exposure to scenes of trauma, injury, and death
- CIRT will provide ongoing assessment of needs and follow-up services as required
- CIRT should be provided areas away from the incident



## School Safety Practices, Policies, and Procedures

### Child Abuse Reporting

All employees of LHCSD are mandated reporters and are obligated to report any incidents of suspected child abuse to the appropriate agency.

**Child Abuse Reporting – Call 714-940-1000 or 800-207-4464 (24-hour hotline)**

In any investigation of suspected child abuse or neglect, all persons participating in the investigation of the case shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child victim.

### Bullying Prevention

The District believes every child is entitled to a safe school environment free from discrimination and bullying. Consistent with state and federal law, the District prohibits bullying and discrimination and provides a timely and effective complaint procedure for pupils who believe they have been the victim of bullying or discrimination.

The District also is mindful that, at times, behavior that is rude or insensitive may be constitutionally protected in the context of a public school environment. Such conduct can best be combated and prevented with effective strategies that involve pupils, parents and school employees in collaborative efforts to teach tolerance and ensure equal educational opportunities for all.

This policy applies to all of the District's students. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the La Habra City School District. (Educ. Code 234.1 (a).)

If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so. (Educ. Code 234.1(b)(1).)

### **Reports**

Any employee who has knowledge of discrimination, harassment, intimidation or bullying shall inform the site administrator of the concern as soon as possible.

The site administrator shall notify the District's Nondiscrimination Officer within 24 hours.

Students who have knowledge of discrimination, harassment, intimidation or bullying are encouraged to inform a teacher or school administrator as soon as possible.

Students and parents may make such complaints anonymously by calling the Nondiscrimination Officer at the number below. Anonymous reports must provide sufficient corroborating evidence to justify the commencement of an investigation.

Because of the inability of investigators to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated.

Formal complaints regarding violations of this policy shall be made pursuant to the district's Uniform Complaint Procedure, Board Policy/Administrative Regulation 1312.3.

The District's Nondiscrimination Officer is: Mario Carlos, Ed.D. – (562) 690-2302

## Dress Code

The following should NOT be worn at school:

- Hats, caps or head covering other than for religious or medical reasons
- Halter tops, low tops, tank tops, bare midriff tops (all tops must completely cover midriff)
- Cutoffs, extremely short skirts/shorts (underwear should be covered by clothing)
- Clothing with unpatched holes, tears, unhemmed bottoms or slit cuffs
- Clothing that advertises such substances such as alcohol, cigarettes, drugs or utilizes double play on words, obscenities, profanity, or is suggestive in any way or may be deemed offensive by anyone
- Open toe shoes or shoes without backs
- Clothing that depicts illegal actions such as spray painting or use of firearms
- Hairstyles or colors which distract students from learning or present a safety hazard, such as hair that has been colored in shades which are loud and distracting (i.e., purple, green, pink, etc.)
- Hair which has been cut to, or grown to, styles or lengths resulting in distraction or safety hazard (i.e., Mohawks, faux hawks), hair with shaved designs (i.e., symbols, words)
- Jewelry which poses a threat to the health and safety of students or which by its size or appearance is distracting in the learning environment (i.e., jewelry with sharp edges or which is so long or dangling as to pose a safety hazard)
- There is no visible “body piercing” allowed, and it is preferred boys do not wear earrings and all students K-6 not to wear make-up or artificial nails

### Additional Dress Standards:

The following attire is NOT to be worn at school:

- Insignias and logos of non-school sponsored organizations that may be associated with inappropriate activities
- Hooded sweatshirts and jackets must be worn with hoods down
- Belt buckles, jewelry, bandanas, stocking caps, hair nets, rags, gloves, biker wallets or other decorations with initials, inappropriate symbols or signs
- Any pants/shorts that are oversized and inappropriate for the wearer (all pants must fit and be worn at waist level)
- Tattoos may not be visible
- Any shirt with long sleeves which is dramatically oversized and inappropriate for the wearer, any oversized tee shirt, sweatshirt or polo shirt which has been modified with the addition of ironed-on creases or pleats on the front or back; net shirts
- Any clothing directly related to negative and/or inappropriate cultures

The Principal will handle decisions regarding the appropriateness of clothing. In the event there is a concern regarding clothes or appearance, parents may call the school or the school will contact the parents.

## Attendance/SARB Policy

Unexcused Absences	Excused Absences
<p>3<sup>rd</sup> unexcused/unverified/tardy</p> <p>Notify site administrator.</p> <p>Send 1<sup>st</sup> unexcused SARB letter to parents indicating student is truant.</p> <p>Send log to CWA monthly.</p>	<p>3<sup>rd</sup> excused absence</p> <p>Monitor absences and document how the absence was verified and why. Determine if a health issue exists.</p> <p>Monitor patterns: Monday/Friday or certain days.</p>
<p>6<sup>th</sup> unexcused/unverified/tardy</p> <p>Notify site administrator.</p> <p>Send 2<sup>nd</sup> unexcused SARB letter to parents and log to CWA.</p> <p>Site administration will schedule a Group Attendance Intervention Meeting (GAIM) with parents(s) to resolve attendance issue.</p> <p>Parents sign the pre-SARB contract.</p>	<p>6<sup>th</sup> excused absence</p> <p>Continue to monitor absence.</p> <p>Determine if a health issue exists.</p> <p>Determine if excessive absences notice should be sent when not related to health issue.</p> <p>Excused letter #1.</p>
<p>9<sup>th</sup> unexcused/unverified/tardy</p> <p>Notify site administrator.</p> <p>Submit home visit request form to CWA.</p> <p>Principal or designee meets with student and parents to discuss absence.</p>	<p>9<sup>th</sup> excused absence</p> <p>Conduct a 1<sup>st</sup> attendance RtI to address impact absences are having on educational performance and develop a plan for improvement.</p>
<p>12<sup>th</sup> unexcused/unverified/tardy</p> <p>CWA office will send out 3<sup>rd</sup> SARB truancy letter.</p>	<p>12<sup>th</sup> excused absence</p> <p>Excused letter #2.</p>
<p>15<sup>th</sup> unexcused/unverified/tardy</p> <p>Notify site administrator to submit a referral to SARB.</p> <p>CWA will send SARB letter to parent for a mandatory meeting.</p>	<p>15<sup>th</sup> or more excused absences</p> <p>Conduct 2<sup>nd</sup> attendance RtI meeting.</p> <p>Team determines if SARB is appropriate.</p>

SARB panel will review documentation and make recommendations.	
<p>If truancy continues, CWA will schedule 2<sup>nd</sup> SARB meeting for further interventions.</p> <p>CWA will refer parents to the District Attorney meetings.</p>	<p>If absences continue, parent will be referred to SARB. Panel will determine plan of action: Social Services, La Habra Police Department, District Attorney Meetings, and Family Counseling, etc.</p>

## Visitor/Volunteer Policy

### Classroom Visitation

La Habra City School District believes that parents are important partners in the success of our school program and welcomes parents and professionals to visit our school sites. In the effort to maintain the integrity of instruction, ensure student confidentiality, maintain a safe school environment and minimize disruption of the instructional process, LHCSd has developed visitation guidelines which are available in the school office. Please check-in at the office for an I.D. badge before going to the classroom.

### Purpose of the LHCSd School Volunteer program:

The purpose of the LHCSd School Volunteer Program is to enhance student achievement by engaging and leveraging the rich talents and expertise of our local school communities.

### School volunteers:

- Reinforce classroom learning by assisting teachers in classrooms with non-instructional tasks
- Support school personnel in the effective operation of schools
- Promote positive partnerships between the home, schools and the community
- Serve as positive role models for students by helping students develop a more positive attitude about themselves, schools and communities

### Volunteer Application Process

Individuals are not allowed to begin a volunteer school assignment until the following are completed:

- Volunteer Application Form
- Criminal History Declaration Form
- Expectation and Requirement Form
- Volunteers serving at more than one LHCSd school must have a completed application for each school/office on file.
- Volunteers serving less than 16 hours per week at a site do not need fingerprinting clearance but need to be checked against the Megan's Law website.
- Student Teachers and School Counseling Interns shall be referred directly to the District's Human Resources Department at ext. 80103.

### Health and Safety

Tuberculosis Clearance: Tuberculosis (TB) clearance must be presented to school personnel as part of the application process. All TB clearances must be within the last four years prior to the individual starting volunteer service. TB clearances that are older than four years from the time the volunteer application is submitted will not be accepted. ***TB clearance is the responsibility of the volunteer.***

Sex Offender Statement and Megan's Law: The school principal or an acceptable designee must check all volunteer applicants against the California Megan's Law online database for sex offender clearance at <http://www.meganslaw.ca.gov/>. Any volunteer applicant whose name appears on the Megan's Law list and is required to register as a sex offender is prohibited from serving as a school volunteer in any capacity including individuals participating in one-time activities.

### **Required for persons volunteering for more than 16 hours per week:**

- Fingerprinting (Background Clearance): Fingerprinting by the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) is required prior to the school's submission of the individual's application.
- Fingerprinting must be conducted through LHCSd. Schools with volunteer applicants requiring fingerprinting must contact Classified Personnel at ext. 80302.
- LHCSd employees desiring to participate in a school volunteer program do not have to resubmit a Fingerprinting Application; however, LHCSd employees must complete a volunteer application.

### Exceptions

Volunteer Applications NOT required but verification on Megan's Law website required for the following individuals:

- Parents observing their child's classroom and who remain under the direct supervision of an administrator or designee at all times
- Individuals participating in one-time activities where there is limited contact with students or staff and supervision is provided by a certificated District employee.

Examples include:

- Chaperoning dances or one-day field trips (under 16 hours in duration)
- Providing clerical functions that do not involve access to confidential documents or information
- Guest speaking engagements
- Job-shadowing events from local universities (less than 16 hours in duration)
- Field Day

School volunteers, like all campus guests, are required to sign in at the school office upon entering the school premises and sign out when they exit the campus.

## **Additional Policies and Regulations Related to Student Safety**

Please see Board Policies and Administrative Regulations for more information about the following:

**Bomb Threats** AR 3516.2

**Bullying** BP 5131.2

**Child Abuse Prevention and Reporting** BP 5141.4/AR 5141.4

**Comprehensive Safety Plan** BP 0450/AR 0450

**Discipline** BP 5144/AR 5144

**Disruptions** BP 3515.2/AR 3515.2

**Dress and Grooming** BP 5132/AR 5132

**Earthquake Emergency Procedure System** AR 3516.3

**Fire Drills and Fires** AR 3516.1

**Gangs** BP 5136

**Hate-Motivated Behavior** BP 5145.9

**Nondiscrimination/Harassment** BP 5145.3/AR 5145.3

**Student Disturbances** BP 5131.4/AR 5131.4

**Search and Seizure** BP 5145.12/AR 5145.12

**Sexual Harassment** BP 5145.7/AR 5145.7

**Suspension and Expulsion/Due Process** BP 5144.1/AR 5144.1

**Suspension and Expulsion/Due Process (Students with Disabilities)** AR 5144.2

**Transportation Safety and Emergencies** AR 3543

**Visitors/Outsiders** BP 1250

**Weapons and Dangerous Instruments** BP 5131.7/AR 5131.7

**Student Handbook:** A copy of Las Lomas Elementary School's student handbook is available in the school office and on our website.



# **La Habra City School District**

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**Las Positas Elementary School  
1400 S. Schoolwood Drive  
La Habra, CA 90631  
562-690-2356**



## **COMPREHENSIVE SAFE SCHOOL PLAN 2021 - 2022**

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**Introduction**

Las Positas Elementary School, an International Baccalaureate Primary Years Programme World School, has a responsibility to provide for the safety of all students and staff in an emergency. An emergency or crisis may affect a single classroom, a building, or the entire school. The plans and procedures found in this Comprehensive Safety Plan provide teachers with a quick review of the steps to take in the event of an emergency on campus.

Safety drills for earthquakes, fires, and other disasters are held regularly to assure the safety of all students. Our school conducts monthly fire and earthquake drills. Lockdown drills are routinely performed. Each teacher reviews emergency procedures with students in order for our pupils to be well prepared. Our team regularly reviews and modifies adaptations to emergency procedures for students with disabilities. These adaptations are communicated with support personnel and practiced in conjunction with school-wide drills.

In the event of an actual disaster, children will remain in the protective custody of school personnel. An emergency card is on file to ensure that students are released to authorized adults. The school is equipped with food, water, and first aid kits. It is essential for parents to keep emergency names and phone numbers up to date at all times.

## **I. The Comprehensive School Safety Plan Overview**

The Comprehensive School Safety Plan (CSSP) is required by Education Code (32282-32289). It is to be reviewed and updated annually by March 1 and submitted for approval to the School Site Council as well as to the District's governing board. The contents of the CSSP should include information assessing the status of school crimes committed on school campuses and at school-related functions, strategies, and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on policies, or procedures, and how you may become involved with school safety programs, please contact:

Suena Chang, Principal  
Las Positas Elementary School  
1400 S. Schoolwood Drive  
La Habra, CA 90631  
(562) 690-2356  
schang@lahabraschools.org

Prepared by:

Safety Planning Committee  
School Site Council

- The Comprehensive Safe School Plan was presented at School Site Council on 2/24/22.
- The Comprehensive Safe School Plan was presented to the public on 3/10/22.

A copy of the CCSSP is available for review at the Las Positas Elementary School office and at the La Habra City School District Office. In addition, the CSSP is available on the District website at [www.lahabraschools.org](http://www.lahabraschools.org).

## II. General School Information

### A. School Profile

Las Positas Elementary School is located in the city of La Habra and serves approximately 560 students in grades Pre-K – 5. This elementary school offers a comprehensive curriculum following the philosophy of the International Baccalaureate Primary Years Programme. All students TK – 5 are involved in the program.

### B. Safe School Mission

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention with emphasis on high expectations for student conduct, responsible behavior, and a respect for others.

### C. School Safety Committee Membership

Las Positas – School Safety Committee 2021-2022	
Name	Title
<b>Suena Chang</b>	<b>Principal</b>
<b>Michele Arnold</b>	<b>Teacher</b>
<b>Briana Ols</b>	<b>Psychologist</b>
<b>Cindy Long (Marycruz Rojas)</b>	<b>Nurse (Health Clerk)</b>
<b>Maria Aguilera</b>	<b>School Office Manager</b>
<b>Suzie Alviso</b>	<b>Clerk Typist</b>
<b>Martin Cisneros (Rusty Santos)</b>	<b>Day Custodian (Substitute custodian)</b>
<b>Jesse Magana</b>	<b>Evening Custodian</b>
<b>Linda Cugini</b>	<b>Teacher</b>
<b>Hoda Katicha</b>	<b>Teacher</b>
<b>Christine Osborn</b>	<b>Teacher</b>
<b>Kristy Coffman</b>	<b>Teacher</b>
<b>Dana Riggs</b>	<b>IB Coordinator</b>
<b>Janie Nieto</b>	<b>Cafeteria Lead</b>
<b>Julie Erickson</b>	<b>MTSS TOSA</b>

**D. School Site Council Membership**

Education Code Section 35294.2(e) requires that the Comprehensive School Safety Plan be reviewed and updated annually by the School Site Council.

The School Site Council for Las Positas School during the 2021-2022 school year is comprised of the following individuals:

<b>Las Positas – School Site Council 2021-2022</b>	
<b>Name</b>	<b>Title</b>
<b>Suena Chang</b>	<b>Principal</b>
<b>Blanca Morales-Martinez</b>	<b>Community Liaison</b>
<b>Christine Osborn</b>	<b>Teacher</b>
<b>Linda Cugini</b>	<b>Teacher</b>
<b>Michele Arnold</b>	<b>Teacher</b>
<b>Erin Sevilla</b>	<b>Parent</b>
<b>Paul Sung</b>	<b>Parent</b>
<b>Gloria Campana</b>	<b>Parent</b>
<b>Arlene Magana</b>	<b>Parent</b>
<b>Sallie Yang</b>	<b>Parent</b>



### III. Safe School Reports

#### A. School Crime Status

Las Positas School does not experience high incidents of crime on campus or during school-related functions.

2020-2021 Summary Data	
Total Suspensions	0
Total Expulsions	0

*This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled.*

#### B. Safe School Assessment Resources

The following resources were analyzed to develop an understanding of current conditions on school safety and standard practices, in addition to developing a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- Parent Surveys
- Student Engagement Survey
- Organization and Planning Survey
- Facilities Inspection Tool

#### **IV. Emergency Response Teams and Support Personnel**

##### **A. Administration**

- Principal: Suena Chang
- Assembly Area Captain: Dana Riggs and Briana Ols
- Team Leader #1: Christine Osborn
- Team Leader #2: Linda Cugini
- Team Leader #3: Megan Anderson
- Office Manager: Maria Aguilera

##### **B. Command Center**

- Principal: Suena Chang
- School Office Manager: Maria Aguilera

Duties:

Principal will:

1. Assist in the flow of communication
2. Assist in the dispersal of students
3. Direct operations and governance
4. Request and/or receive reports from staff members

Office Manager will:

1. Develop a resource log
2. Record the time of all requests of resources, (i.e., fire department, police department, etc.), in the resource log
3. Record times of arrival for all support personnel in the resource log
4. Record other major incidents that take place, such as orders from the La Habra Police Department for lockdown, evacuation, or all clear

Equipment/Supplies:

- Digital two-way radio
- Emergency microphone/megaphone system
- Clipboard, notepad, writing utensil

Location of Command Center:

- Blacktop below Rooms 205 & 206

**C. Assembly Area Team**

## Team Leaders:

Christine Osborn - Teacher

Team Members – (TK, K, 1<sup>st</sup> Grade Teachers)

Linda Cugini - Teacher

Team Members – (2<sup>nd</sup> & 3<sup>rd</sup> Grade Teachers)

Michelle Atkinson

Team Members – (4<sup>th</sup>, 5<sup>th</sup> Grade Teachers)

## Duties:

## Team Leaders will:

1. Collect student accountability forms and roll sheets
2. Inform administration of any issues specific to their team

## Assembly Team Members will:

1. Organize and supervise students assigned to them
2. Take attendance and complete student accountability forms
3. Coordinate with EOC regarding student release procedures
4. Maintain calm climate
5. Distribute food, water (stored in IMS), and emergency supplies as needed
6. Attend to minor first aid needs

## Equipment/Supplies:

- Attendance rosters
- Pencils
- Student accountability forms
- Family emergency plan checklist
- Classroom first aid kit

## Location:

- Field-Grass Area – upper and lower fields
  - Students will stand in line according to classroom number

**D. Assembly Area Captain**

Dana Riggs – IB Coordinator

Briana Ols – Psychologist

**Duties:**

Assembly Area Captain will:

1. Take a leadership role in the absence of the principal
2. Take class attendance, move to the front of the assembly area
3. Receive classroom attendance count from assembly team
4. Report attendance count to the command center
5. Oversee assembly area
6. Assist with first aid in assembly area as needed

**Equipment/Supplies:**

- Clipboards
- Pencils
- Area class rosters/attendance
- Safety vest
- Two-way radio

**E. First Aid Team**

Cindy Long (Marycruz Rojas) – Licensed Vocational Nurse (Health Clerk)

Suzie Alviso – Clerk Typist

Janelle Rotblum – Teacher (certified CPR)

Mataeo Alvarado - Librarian (certified CPR)

Duties:

The First Aid Team will:

1. Administer first aid and record information of injury(s) and treatment
2. Prepare first aid supplies at the request of the command center
3. Administer first aid and record information of the extent of injuries
4. Receive information from the search and rescue teams
5. Maintain a first aid log of injuries that have been reported by search and rescue
6. Determine the need for additional medical assistance
7. Dispatch personnel to other areas as needed

Equipment/Supplies:

- First aid cards (color)
- First aid supplies
- Blankets
- Wheelchair
- Two-way radios
- Clipboards
- Pencils
- Safety vests
- Emergency Back Pack

**F. Fire Team**

Sandy Cavanagh - Teacher

Laura Bounous – Teacher

Julie Erickson – MTSS TOSA

Duties:

Fire Team will:

1. Secure area and evacuate students and staff, if necessary
2. Confirm the existence and location of the fire
3. Notify the command center of existing fire(s)
4. Receive input from the Search and Rescue Team
5. If needed, use appropriate fire control equipment to rescue

Equipment/Supplies:

- CO2 Fire Extinguishers
- Gloves
- Blankets
- Hard hat
- Two-way radios
- Safety vests

Assigned Areas:

- Areas affected by the fire and surrounding areas

## G. Search and Rescue Teams

Team #1 – Jenny Trisnadi - Teacher

Team #2 – Julie Erickson - Teachers

Team #3 – Hoda Katicha - Teacher

Team #4 – Michele Arnold - Teachers

Team #5 – Janie Nieto, Blanca Morales-Martinez

### Duties:

#### Search and Rescue will:

1. If they are classroom teachers, release their students to their buddy teacher
2. Report to the first aid station to receive team assignment
3. Sweep through assigned area
  - a. Check each room vocally, visually and physically
4. Report any injuries to the first aid/command center stations using two-way radio
5. Extinguish small fires using classroom fire extinguishers
6. Upon completion of the search, report to first aid team to assist with injuries, if needed
7. Turn in search and rescue **assessment forms** to the command center
8. Return to assembly area upon completion of all duties

### Equipment/Supplies:

- Clipboards
- Search and rescue assessment forms
- Tape
- Flashlights
- Gloves
- Hard hats
- Safety vests
- Two-way radios

\*Emergency equipment bin from the storage bin across 306 (hard hats, axe, gloves, floor jack, safety vests, blankets, caution tape, prying bar, shovel)

### Search areas:

- Team #1 - Classrooms and bathrooms in 300 building
- Team #2 - Classrooms and bathrooms in 400 building
- Team #3 - Classrooms and bathrooms in 500 building
- Team #4 – Library, 200 building classrooms, bathrooms, computer labs
- Team #5 - Offices, kitchen, and restrooms in the school office

**H. Cafeteria and Custodial Team**

Janie Nieto – Kitchen Lead

Martin Cisneros (Rusty Santos) - Day Custodian (Sub)

Jesse Magana – Evening Custodian

Duties:

Cafeteria and Custodial Team will:

1. Shut off utilities (main is at IMS) after necessity is determined
2. Lock or unlock gates to provide egress for emergency services
3. Bring out the emergency equipment bin to command center
4. Set up tables and chairs at the command center, first aid station, and the parent communication center,
5. Determine resources that are available for immediate school use:
  - a. Water, food, power, radio, telephone and sanitary conditions
6. Report extent of damage to the command center

Equipment:

- Tools and toolbox
- Emergency organization plan
- School maps
- Cooking and serving utensils
- Two-way radios



## **I. Parent Communications Team**

Maria Aguilera – School Office Manager

- Student Supervisors - assist

Duties:

Parent communication team will:

1. Set up the parent communication center
2. Display “Parent Communication Center” signs
3. Verify parent/guardian identification on emergency student release cards or the Family Emergency Plan Checklist prior to releasing students
4. Maintain emergency release log of all students released from campus
5. Check off, from the school roster, the names of all students released from campus

Equipment:

- Emergency student release cards
- Class roster
- Emergency release log
- Student support team release notes
- Parent communication sign
- Two-way radio
- Keys
- Clipboard
- Pencil/Pens

Location of the Parent communication center:

- Adjacent to the command center

**J. Support Personnel****School Resource Officer**

The School Resource Officer (SRO) is the sworn member of the La Habra Police Department (LHPD) assigned to deal with Law Enforcement related activity involving any actions in which students of La Habra City School District (LHCSD) are suspects, witnesses or victims or crimes in which the District is the victim.

In addition, the SRO will:

- Serve as a member of the Student Attendance Review Board
- Act as a liaison between the LHCSD and the LHPD
- Provide referrals as needed
- Notify school administration when law enforcement activity off campus has repercussions that affect the school
- Assist in the investigation of ongoing crimes involving LHCSD students, which requires their contact during school hours

## **V. Preparing for an Emergency and Site Maps**

### **A. Before an Emergency**

It is important for the school to be surveyed with evacuation in mind. This includes identifying potential hazards both inside and outside:

#### **Inside**

- Suspended ceilings, hanging light fixtures
- Large windows not protected against shattering
- Bookcases, cabinets, computers, TV's, VCR's and projectors
- Storage areas with cleansers, paint or hazardous materials

#### **Outside**

- Places where the natural gas supply, water, sewer or electrical grids cross the site
- Power lines and electric shock hazards such as fences and metal buildings
- Areas near buildings and covered walkways where debris, roof tiles or glass may fall
- Routes past concrete walls
- Trees

#### **Additional Preparation**

- Designate evacuation routes without overhead hazards and other types of hazards
- The needs of students with disabilities should be considered when planning an evacuation
- Assembly areas should be as close to the evacuated facility as safe
- Establish alternate routes to the designated assembly areas
- As staff plans their evacuation routes, always make sure they know what they want to do and where they want to go
- School emergency plans should be reassessed after every emergency and modified as needed
- Necessary changes are to be reported to the administrator
- Staff will be trained to implement the plan
- Exercises will be conducted monthly each school year
- Alternate routes and methods will be practiced
- Substitutes, temporary faculty, and staff should review these emergency response guides before beginning class or work
- Employees are to be prepared to receive students who may be evacuated from another school
- Identify those employees responsible for securing student medicine and emergency cards

**B. Emergency Two-Way Radio Communications**

The District's two-way radios are assigned to each school site. Channel 1 is for emergency use only. In the case of an emergency, when landlines and cell phone communications have been interrupted, all communication over the two-way radios shall be limited to that of an emergency nature.

All administrators are to practice using their two-way radio during drills.

**Use of Two-Way Radio Communications**

During a District-wide drill or a real emergency, all sites shall use the Emergency Channel to communicate with the District Emergency Operations Center (EOC). No one shall proceed with transmission before they identify themselves and their location (i.e., site) prior to transmitting a message.

When applicable, the school site administrator in possession of the digital hand-held radio should turn it on as soon as possible during or following an emergency that has affected the landlines and cell phone communications with the District Office.

If an emergency occurs, which has only affected your school and you have lost landlines and cell phone communications with the District Office, turn on your District digital two-way radio, identify yourself and your site location, wait for an acknowledgment and proceed with your transmission.

Following a natural disaster, such as an earthquake, the school site administrator should not attempt to transmit a message until the District EOC center begins the roll call unless there is a life-threatening injury or situation.

The roll call is as follows:

When the District EOC Incident Commander says, "Beginning roll call," the school site administrator should prepare to identify himself/herself and give an assessment of injuries and/or damage to the site.

### **Evacuation Should Never Be Automatic**

There may be more danger outside than inside. There may be no safe assembly areas outside. There may be no clear routes to get outside.

Teachers are to survey their classroom to see if it is safe to stay inside. It may be safer inside the classroom, even in the dark, than outside in danger. Before a decision is made to vacate a classroom or school, it must be determined if there is a safe route and a safe place to assemble the students.

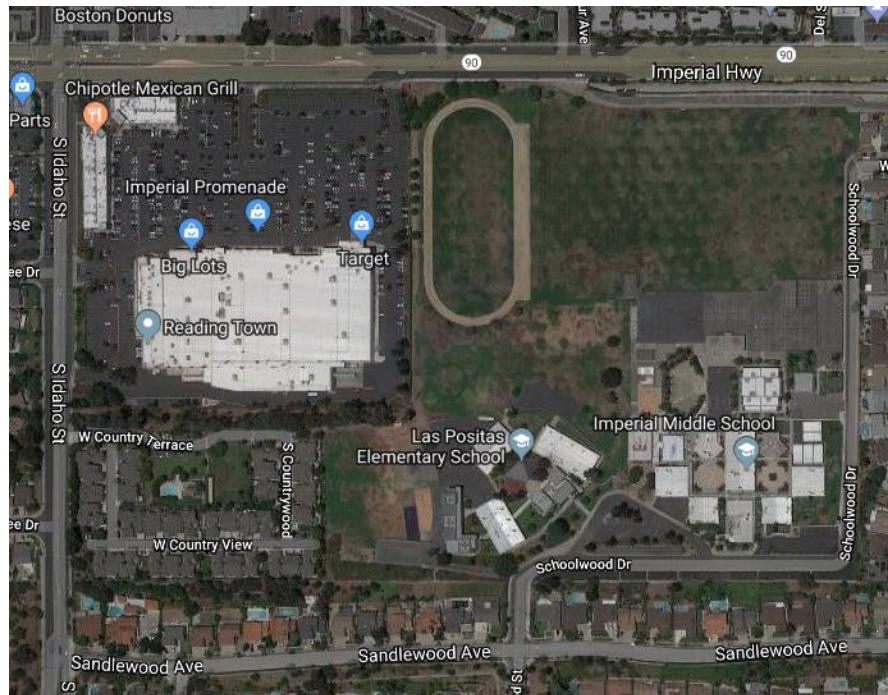
#### **Administrators**

- When an emergency occurs, assess the situation and notify the School Resource Officer and Superintendents' Office
- Determine what is going on outside and inside the site
- Evaluate the short and long-term effects
- If needed, call 911 and request assistance
- Decide whether to keep students and staff in place or to evacuate all or part of the student body
- Contact teachers and staff to inform them of the situation
- Initiate initial response actions
- Mobilize your emergency management organization
- Determine the safest course of action
- Establish preferred routes and where to place the assembly area
- Formulate an incident response plan
- Communicate your directions to faculty, staff, and students by telephone, two-way radio, PA system, intercom or runners
- Notify District Public Information Officer (PIO).
- Follow up to see that your instructions were carried out as intended
- As needed, modify your plan to meet new needs or contingencies
- Keep the District informed of your status and needs

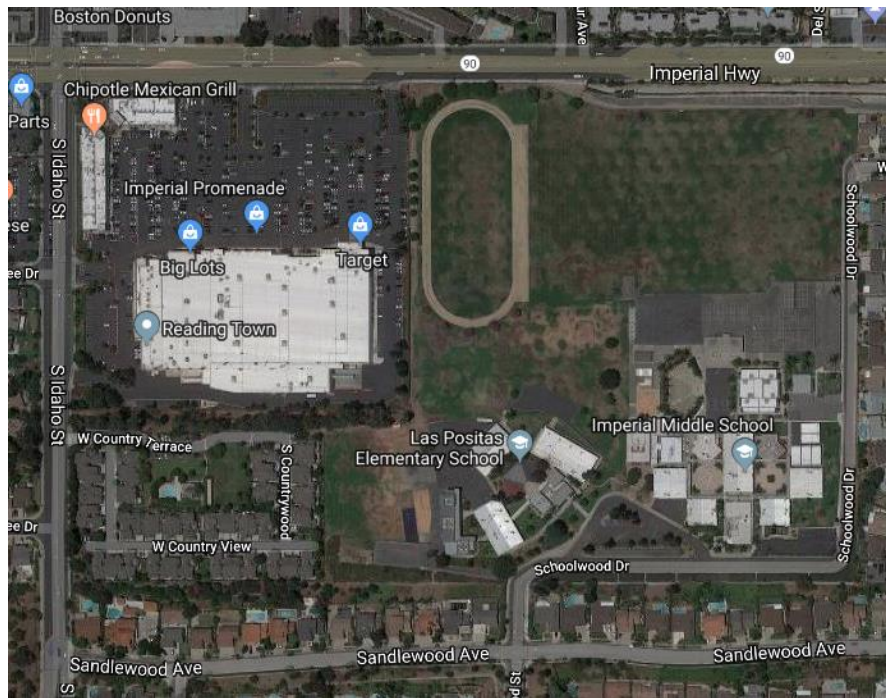
#### **Faculty/Staff**

- When an emergency occurs: DO NOT automatically move students into the corridor or outside the building
- Evaluate the situation and inspect the area for hazards and dangers
- If a long period of time has elapsed and you have received no instructions, you will need to decide whether to remain or to evacuate
- If you need to move, determine the safest way to move your students and decide where you are going before you depart
- Account for your students before you leave the classroom and after you arrive at your safe site
- Take your roll sheet
- Once you get to the assembly area, communicate your whereabouts to the Superintendent's Office

### C. Site Map – Evacuation Plan



## D. Safe Ingress and Egress to School



## Site Evacuation

If the administrator in charge decides that imminent danger to life exists, he/she may order an evacuation. Evacuation will be made in accordance with the site evacuation plan. Take your two-way radio with you to communicate your progress/problems with the Emergency Operations Center.

Students who are capable of walking will stay on the sidewalks and proceed to the next designated alternate site. The primary assembly area will be:

Upper (behind 400 Building) and Lower Field (below 300 Building) – Grass Area

The secondary assembly area will be:

Lower Field – Grass Area below 200 and 300 Buildings

- To evacuate by bus, the administrator in charge is to contact the Emergency Operations Center who will contact the transportation provider to arrange to have busses dispatched to the site for student/staff pick up
- Busses will drop off students at the nearest alternate site
- The assembly area will be the field area
- The EOC will contact the Superintendent and the Emergency Services Coordinator advising them of the status (number of student/staff and others to be transported)
- Students will be released only to individuals listed on the emergency card
- Notification must be left at the school site indicating the address where students have been relocated
- The administrator in charge will direct all further action

Off-Campus Emergency Evacuation Sites:

Plan A: Target parking lot at the corner of Idaho and Imperial

Plan B: Regal Cinema parking lot at the corner of Idaho and Imperial



**E. On-Site Assembly Area**

Primary/Short Term: **Field – Grass Area**

Secondary /Long Term: **Las Positas/Imperial MPR**

1. Take roll count of students and report findings to the administrator in charge
2. Assess medical needs
3. Request assistance as needed
  - The Maintenance Department will act as the Emergency Operations Center (EOC) for the District. The District EOC will have the ability to contact and request assistance from the City. Requests for additional assistance will be made through the City's EOC to the county operations area.
  - The School District EOC, after the emergency, will begin contacting all schools in alphabetical order starting with elementary schools to ascertain damage assessment and needs requirements. If an emergency exists at your site, feel free to break in and communicate your needs. (Use Emergency Channel 1).
  - If the District cannot dispatch help, then the City EOC will be contacted to request assistance/aid.
  - When the La Habra Police Department responds and sets up a command post, the Principal or their designee shall partner with the officer and respond to the command post.
4. Provide medical care
5. Provide for mass care needs (i.e., food, water, shelter, sanitation)
6. Do not light fires or touch fallen wires
7. Be alert for instruction from the administrator in charge
8. Do not attempt to enter a building until it has been declared safe by an authorized official
9. During a major emergency incident, students will only be released to the parent, guardian or the adult specified on the emergency card\*

\*There shall be no exceptions to the policy. Students who are not picked up by their parents may be transported to another shelter. Emergency response personnel may not arrive at school for several hours. It will be the school's responsibility to care for students and staff.

## **VI. Emergency Response Plans**

### **A. Armed Assault on Campus**

An armed assault on campus involves one or more individuals who attempt to take hostages or cause physical harm to students or staff. Such incidents may involve a sniper, an intruder, gang warfare, civil unrest, hostage situation, or police activity such as a stakeout or vehicle pursuit.

Initiate warning system to alert staff:

1. The Principal/Designee will call 911, and then notify the Superintendent's Office
2. The extent of the emergency will dictate the course of action needed. The Principal or their designee will take appropriate action to assure that students and staff, if outdoors, return to and remain inside the buildings. All outside doors should be locked
3. Upon return to buildings, teachers will initiate roll call
4. Staff should take steps to calm and control students in all areas of assembly or shelter
5. Students and staff will remain indoors with lights off and keeping away from all windows until law enforcement confirms that the emergency no longer exists

**B. Armed Student(s) – Possession Only**

Any staff member must report to the school administration if a student is suspected of having a weapon on campus.

**\*\*DO NOT approach the student**

**\*\*Stay calm**

**\*\*In the safest manner possible, contact the administrator**

**\*\*DO NOT attempt to retrieve the firearm**

**\*\*DO NOT restrain or discipline the student**

When an administrator or law enforcement arrives, discuss the following:

**\*\*Room number**

**\*\*The name of the student**

**\*\*The exact location of the student in the classroom**

**\*\*Type of weapon suspected**

**\*\*Location of the weapon**

**\*\*Number of students in the classroom**

**\*\*Demeanor of the student and any other useful information**

If the student brandishes the weapon, see “Hostage Situation Procedure.”

**C. Animal Disturbance**

This procedure should be implemented when the presence of a dog, skunk, coyote, mountain lion, snake or any other animal threatens the safety of students and staff.

Principal or their designee will notify the School Resource Officer or call 911 as the circumstances would dictate.

The Principal or their designee will initiate the appropriate actions, which include LOCKDOWN or EVACUATION from the affected area.

Upon discovery of an animal, staff members will attempt to isolate the animal from students. If the animal is outside, students will be kept inside. If the animal gets inside, then the students will remain outside. It is suggested closing doors or locking gates as a means to isolate the animal.

The La Habra Police Department's Animal Services Division should be notified in a timely manner.

**D. Biological/Chemical Release**

Inside the classroom:

- Faculty/Staff will inform the principal
- Evacuate the building in a safe manner upwind of the affected area
- The Principal will have security/utilities team isolate and restrict the area
- Faculty/Staff will turn off local fans, close windows, shut down building's air handling system
- Faculty/Staff will check for any students having any contact with hazardous substance/s

Outside the classroom and localized:

- The Principal will direct staff to remove students from the affected area and proceed upwind of area
- The Principal will call 911
- Securities/Utilities team will isolate and restrict affected area Faculty/Staff will turn off local fans, close windows, shut down building's air handling system
- Faculty/Staff will check for any students having any contact with a hazardous substance
- The Principal will notify the Superintendent's Office

Surrounding Community:

- The Principal will be informed or will determine if a potentially toxic substance has been released into the atmosphere
- The Principal will initiate an evacuation or lockdown if necessary
- Securities/Utilities team will turn off all local fans, shut down building air handling system, lock doors and windows, seal gaps under windows with wet towels or duct tape, seal vents and turn off sources of ignition as practical
- All students located outdoors will be directed to proceed immediately to nearby classrooms or buildings
- The school will remain in lockdown mode until an appropriate agency provides the clearance
- The Principal will notify the Superintendent's Office

**E. Bomb Threat**

Any person receiving a telephoned bomb threat should:

- Keep the caller on the line as long as possible.
- Alert the administration in an appropriate manner.
- Try to determine the age and sex of the caller.
- DO NOT take any chances and contact the school administrator for every threat.
- Leave environment where the bomb is supposed to be as is (i.e., if the door is open, leave open; if lights are on, etc.)
- When directed to do so, evacuate all students and staff from threatened area or buildings.
- Do not remove anything from the classroom and instruct students to leave all backpacks behind.
- If a device is located or observed DO NOT TOUCH IT or MOVE IT.
- Evacuate and wait for further instruction.
- Expect the police department to ask the staff if they had seen anything out of the ordinary.
- School personnel should not search for the device or enter the area.

**F. Demonstration/Walkout**

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

- Faculty/Staff will notify school administration immediately.
- The Principal will call 911.
- School administration will initiate appropriate response action, which may include a LOCKDOWN.
- School administration will notify the Superintendent's Office.
- School security will immediately proceed to the front of the school and control the campus.
- School administration will designate staff to accompany students going off campus for supervision and to notify law enforcement.
- Students not participating in the unlawful demonstration will remain in the classroom.
- Teachers will close and lock doors; all staff will close window coverings.
- School administration will notify parents of the incident as appropriate.

**G. Disorderly Conduct**

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

THE GOAL IS TO CALM AND CONTROL THE SITUATION AND ATTEMPT TO ISOLATE THE PERPETRATOR FROM OTHER STAFF AND STUDENTS TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

- The Principal will notify the School Resource Officer or call 911 as the circumstances dictate.
- The Principal will initiate appropriate immediate response actions, LOCKDOWN or EVACUATION.
- The Principal will assign a staff member to meet police and escort them to the location of the disturbance.
- The Principal will contact the Superintendent's Office as soon as practical.
- Classes should remain in session until law enforcement determines the situation is under control.
- If the perpetrator is a student, police will decide if or when to contact family.

School personnel at the scene of the disturbance:

- Clear bystanders and encourage students to "go about their business" and not get involved
- Intervene to defuse the situation to the extent possible without threatening your own or staff safety



## H. Earthquake

If inside a building:

1. Implement “DROP, COVER, HOLD ON” and do not face the windows
2. Take precautions against falling objects
  - a. Get beneath a desk, table or bench and assume Drop, Cover and Hold position (kneeling with hands on head)
  - b. If cover is unavailable, get against an inside doorway or crouch against wall and cover head
  - c. Stay away from outside walls and area where there are large panels of glass or heavy suspended light fixtures
3. After the earthquake is over and the ground has stopped shaking, evacuate to the assembly area via designated evacuation route. (Beware of fallen objects, electrical wires, etc.)
  - a. Implement “buddy system” to handle any injuries (i.e., one teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes)
4. Take roll at assembly area, report information to assembly captains, and report to duty stations

If outside:

1. Implement “DROP, COVER, HOLD ON”
2. After the earthquake is over and the ground has stopped shaking, evacuate to the assembly area. (Beware of fallen objects, electrical wires, etc.)
3. Take roll at assembly area, report information to assembly captains and report to duty stations

Materials Needed for Evacuation:

1. Emergency Folder
  - a. Emergency procedures
  - b. Evacuation map
  - c. Class rosters
  - d. Classroom attendance count
  - e. Notepad and pencil
2. First Aid Kit

**I. Explosion/Risk of Explosion**

In the event of an explosion or risk of an explosion, such as those caused by leaking natural/LP gas or other causes, the following actions will be needed:

1. Faculty/Staff will give the command to “Drop-Take Cover.”
2. Site Administrator will call 911
3. If the explosion occurred within a building or threatens a building, the staff should immediately implement action to evacuate the building
4. Sound the fire alarm
5. Move to an area of safety as far away from the hazard as possible and maintain control of students
6. Render first aid as necessary
7. Use a fire extinguisher if appropriate (Note: Staff should be aware of locations and proper use of fire extinguishers)
8. Take roll
9. The administrator will direct further action as required
10. Students and staff should not return to the school until the Fire Department Officials and Law Enforcement declare the area safe
11. The Administrator will assess the situation and call the District Office Disaster Preparedness Coordinator as soon as practical
12. Students/staff will evacuate buildings in a direction away from the threat of explosion and move to a location upwind and as far away from the site as possible
13. Take roll again
14. The site administrator will direct further action as necessary

**J. Fight/Large Group Disturbance/Riot**

THE GOAL IN THIS SITUATION IS TO PREVENT ESCALATION AND CONTAIN THE AREA TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

School Personnel:

- Notify the School Resource Officer
- The principal/designee will call 911
- The principal/designee will meet police and escort them to the location of the disturbance.
- School personnel should contact school security immediately.
- Faculty/Staff will hold classes, if in session until law enforcement determines the situation is under control.
- Clear bystanders and encourage students to “go about their business” and not get involved
- Intervene to defuse the situation to the extent possible without threatening your safety or the safety of your staff
- The administrator will inform the Superintendents’ Office as soon as possible

**K. Fire on School Grounds**

If a fire starts anywhere on the school campus:

1. The person discovering a fire or smoky area within the school perimeter will contact the office immediately
2. The principal or designee will sound the fire alarm immediately. In the case of electrical failure, the principal or designee will disperse a team to make the fire announcement.
3. Students and staff will evacuate the building in accordance with the fire evacuation route posted in each room
4. Teachers must take emergency folder and first aid kit when evacuating
5. Turn off lights and overheads when leaving room
6. Close all doors upon exiting room or building
7. Implement “Buddy System” to handle any injuries (teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes)
8. Use emergency folder contents to:
  - a. Take roll.
  - b. Complete attendance count form.
  - c. Send attendance count form to assembly captains.
  - d. Report to duty stations.
9. The administrator will inform the Superintendents’ Office as soon as possible.

Dispatch Numbers:

La Habra City Police Department - (562) 383-4300

Los Angeles County Fire Department - (562) 868-0411

Dial 911 in case of an emergency

**L. Fire in Surrounding Area**

This procedure addresses the situation when a fire is discovered in an area adjoining the school. Decisions should be made based on the size and location of the fire, proximity to the school and how likely the fire will affect the school.

1. Principal/Designee will initiate appropriate response action, lockdown, evacuation or off-site evacuation.
2. Principal/Designee will notify police – 911

If Evacuation:

1. Students and staff will evacuate the building in accordance with the fire evacuation route posted in each room.
2. Teachers must take emergency folder and first aid kit when evacuating.
3. Turn off lights and overhead projectors when leaving the room.
4. Close all doors upon exiting room or building.
5. Implement “Buddy System” to handle any injuries (teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes).
6. Take roll at the assembly area, report information to assembly captains, and report to duty stations.
7. The administrator will inform the Superintendents’ Office as soon as possible.

Air Quality

1. If the air quality is poor due to smoke, dust or ash particles in the air, then the principal or site administrator may decide to limit physical activity for the period of poor air quality.

**M. Flooding**

This procedure applies whenever stormwater or other sources of water intrude or threaten to intrude school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare.

Alternatively, flooding may also occur without warning as a result of damage to water distribution systems.

- The principal or designee will initiate appropriate immediate response actions;
  - LOCKDOWN, EVACUATE, or OFF-SITE EVACUATION
- The principal or designee will notify 911
- Principal or designee will notify the Superintendent's Office

**N. Food or Water Contamination**

This procedure should be followed if site personnel suspect contamination of either food or water. It 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 or water contamination.

Indicators may include unusual odor, color, taste, or multiple employees experiencing nausea, vomiting or other illness.

The principal or their designee will:

- Isolate suspected contaminated food/water and restrict access to the area
- Notify 911
- Notify the Superintendent's Office
- Will cooperate with the Orange County Public Health Department
- Notify parents of affected students

The Faculty will:

- Make a list of all potentially affected students and staff
- Make a log of symptoms, the suspicious food/water, quality and character of products

Medical first responders will assess the need for medical aid.

**O. Hostage Situation**

Remember Time is on your side!

If the entire classroom is taken hostage:

Do

- Stay calm
- Obey suspect's commands
- Be passive
- Try to calm suspect and listen to complaints or demands
- Keep students calm and don't allow them to agitate the suspect
- Ask permission of suspect at all times

Don't

- Try to be a hero
- Challenge the hostage taker
- Confront the hostage taker
- Argue or fight
- Use words "hostage, captive or negotiate"

KEEP ALL RADIOS, TV'S AND COMPUTERS TURNED OFF. If possible and without increasing risk to you, minimize any possibility that the suspect can hear or see NEWS REPORTS.

Be calm and patient and wait for help. Keep in mind the average hostage incident lasts approximately six to eight hours.

**TIME IS ON YOUR SIDE!**



**P. Intruder(s) on Campus**

A campus intruder is anyone who loiters or creates disturbances on school property.

Daily routine:

- It is important to maintain a closed campus requiring all visitors to register at the office
- Visitors must receive a badge that identifies them as having registered
- Staff must address ALL individuals found on campus who have not obtained the appropriate visitor badge, as safety permits, and direct them to the school office

In the case of a disturbance:

- Staff should contact the school office and give the location of the suspected intruder
- Depending upon the circumstances, lockdown procedures may be implemented
- Wait for instruction from the administrator
- During the lockdown, if you see the intruder, contact the office and give the location immediately
- The principal or the school administrator will call 911 if required
- After the lockdown, take roll and notify school administration of any missing students
- Limit phone and radio traffic to emergency use
- The administrator will notify the Superintendent's Office if needed
- Remain on lockdown mode until released by law enforcement

**Q. Site Initiated Lockdown**

Public Address notification: ***This is a lockdown; this is not a drill.***

If INSIDE a building:

1. Lock your door immediately upon notification of lockdown.
2. DO NOT LET ANYONE IN YOUR ROOM AFTER YOU HAVE LOCKED THE DOOR.
3. Close drapes, blinds or other window coverings that may exist.
4. Direct students to sit on the floor, as low as possible being as quiet as possible.
5. Take roll and make a list of missing students.
6. Remain inside of classroom or building and DO NOT let anyone out until an administrator has given an all-clear announcement

If OUTSIDE a building:

1. Immediately report to your room bringing all students in the area into your room even if the student is not on your roll.
2. LOCK YOUR DOOR IMMEDIATELY UPON NOTIFICATION OF LOCKDOWN.
3. DO NOT LET ANYONE IN YOUR ROOM AFTER YOU HAVE LOCKED THE DOOR.
4. Close drapes, blinds or other window coverings that may exist.
5. Direct students to sit on the floor, as low as possible being as quiet as possible.
6. Take roll and make a list of missing students.
7. Remain inside of classroom or building and DO NOT let anyone out until an administrator has given an all-clear announcement

Students and staff caught outside during a lockdown:

1. Individuals who are found outside of a secure building during a lockdown should look for an open room.
2. If you become aware of staff or student locked outside of classrooms inform the office immediately.
3. In the event that a secure classroom cannot be located, students should seek cover in a restroom.

**R. La Habra Police Department Initiated Lockdown**

The La Habra Police Department is charged with ensuring public safety in a manner that facilitates a swift and positive resolution while minimizing the impact on the community and affected schools. In an effort to ensure a proper response to incidents that can potentially impact schools within the city, the La Habra Police Department is working with other local law enforcement agencies and schools to establish a uniform response plan. As such, a 3-level lockdown procedure has been established in order to ensure the safety of students and staff, as well as ensuring that there is minimal (yet still safe) impact on the learning environment.

Notification procedures:

Nothing in this procedure is intended to limit the school's ability to implement a lockdown on their own. However, in instances where the police department is requesting the school implement a Level 1, 2, or 3 lockdowns, the La Habra Police Department personnel will notify the school's principal (or their designee) via telephone. That notification may be requested by the Incident Commander (Field Supervisor or their designee) or the School Resource Officer and will typically be made by communications (Dispatch) personnel.

Levels of a lockdown:

This procedure involves three (3) different levels, based on the severity of the incident, taking into account the following information:

- Nature of the incident at hand
- Nature of any suspect(s) involved (including known criminal history, crime alleged, weapons, gang affiliation, threats made, etc.)
- Proximity to the affected school

*In any of the lockdown levels, it is imperative that school staff follow all campus safety protocols (which should be known and familiar to them via their administrations). Regular practice drills are strongly suggested. Staff should also be reminded to maintain a calm, yet assertive demeanor, as this greatly influences the students' response to the direction they receive.*

*It is critical that staff members be adaptable to take the necessary means (using their training, knowledge of policies, and common sense) to safely resolve a situation at hand.*

LEVEL 1: “ALERT” - (Yellow)

Level 1 lockdowns will result in the affected school securing its perimeter gates, if applicable, and restricting access on and off campus. This is the least restrictive level in terms of impact to the affected school site. In most instances, students will not be aware of an “ALERT” status, as classes will continue as normal. Campus supervisors and administrators should take steps to have a visual presence on campus to ensure the safety of their school.

- Example: The police department would notify the affected school that they are conducting police activity (i.e., search/arrest warrant, or some other police activity) in the general vicinity of the school, but they do not expect it to affect school operations

LEVEL 2: “CAUTION” - (Orange)

Level 2 lockdowns are more restrictive and will result in students being kept inside classrooms, with unsupervised movement on campus prohibited. School staff will conduct thorough site patrols to ensure all students are in a classroom.

- Example: A police pursuit terminated near the affected school and police are searching the general area for the suspect; there is no additional information to believe that the suspect is armed or dangerous
- Example: This level of lockdown is typically used for instances in which there is police activity near the school, but generally not directly affecting the campus
- A student who is not in a classroom (i.e., in a hallway, quad area, etc.) at the time the level 2 lockdown is implemented should be directed to the nearest classroom and accounted for by staff
  - Once safely inside and accounted for, the student can then be escorted by staff back to ensure safe arrival to his/her designated class/teacher
- Supervised student movement can be allowed in cases of need (i.e., bathroom necessities), but should be conducted on a case-by-case need and assessment
- Generally, classroom instruction should continue as usual
- In summary, a Level 2 lockdown allows for the continuance of normal “inside classroom” activities; however, unsupervised student movement on the campus should not occur
- Any outdoor activities (i.e., PE classes, should be directed into a structure, such as the gym or classroom) until the level 2 lockdown is lifted

LEVEL 3:     “EMERGENCY” - (Red)

Level 3 lockdowns will be initiated when the incident poses a significant threat to the safety of the students at the affected school site and will result in the most substantial steps being taken by the school and the police department to maximize the safety of students and staff. In the event of a Level 3 lockdown, all student and staff movement should cease, and staff should ensure that students shelter in place and that the school’s lockdown measures are implemented:

- Students should take positions of safety within classrooms
  - All known students shall immediately be brought into the nearest classroom and accounted for
  - Lock and secure classroom doors and remain inside
  - Close any shades, drapes or blinds and keep students away from windows
  - Keep students calm and quiet (**your demeanor has a direct impact on student demeanor**)
  - Turn off lights and cover windows, if possible
  - Have students sit on the floor or remain under desks and tables
  - For rooms that have doors that open inward, consider placing furniture in front of doors to block access
  - Remember lessons from **“RUN, HIDE, FIGHT”** philosophy (if this training was provided to you)
  - **MENTALLY PREPARE YOURSELF TO TAKE NECESSARY ACTION** – should the situation call for it
  - Take roll and notify the office of any students from other classrooms
  - Follow specific campus safety protocols
  - Wait for further instructions from school administrators
- 
- Example: This level of lockdown will be used for the most severe types of incidents where it is believed that there is an imminent threat to students and staff. Examples would include an active shooter, armed intruder on campus, or other incident that necessitates the immediate lockdown of the school site.

#### Deployment of officers to affected schools:

In the event of a Level 2 or Level 3 lockdown, and depending upon available officers, the La Habra Police Department will make every effort to have a School Resource Officer (SRO), or other designated officer, respond to the campus to meet with school administrators, ensure the safety of students, and facilitate the orderly operation of the lockdown from initiation to conclusion. The responsibilities of the assigned officer include but are not limited to:

- Direct interaction with the principal or designated staff member
- Direct communication with the Incident Commander
- Relaying critical information which directly impacts the school
- Planning and coordination of school evacuations, if necessary
- Planning and coordination of dismissal of students to parents/guardians
- Traffic staging and management (i.e., parents, buses, etc.)
- Notification of principal or designee upon resolution of the incident
- Contingency planning with school staff in the event that the incident escalates, is prolonged, or directly involves the campus
- Determination of the need for additional resources (i.e., additional officers, SWAT, medical, bomb squad, etc.) and requests through the Incident Commander

#### Communications center responsibilities:

In the event of a lockdown, police department personnel shall notify the affected school as soon as possible and advise them of the lockdown level. In the event of a Level 2 or 3 lockdowns, communications personnel will make every attempt, based on available resources, to have an officer deployed to the affected school, with School Resource Officers (SRO's) being the preferred option.

#### Determination of need for lockdown:

The determination for the need to institute a school lockdown in most cases will be the responsibility of the Incident Commander or highest ranking officer on scene (generally the Field Sergeant or Corporal) but can be made by any officer who believes that current circumstances dictate the need for such lockdown. In the event that a school lockdown becomes necessary, the affected school(s) should be notified as soon as possible via telephone to the school office. This notification should be made through the police department's communication center. The caller should obtain and provide the following information when feasible:

- Name of the school staff member being contacted
- Advise the school of the necessary lockdown and level
- Provide basic information regarding the need for the lockdown (including police activity, if possible)
- Estimated duration, if that can be forecasted
- Obtain the name of the school's point of contact, in the event an officer needs to respond (this should include contact numbers, including cell phone number and is typically the principal)
- Provide a number for the school to call back (in a Level 3 lockdown, Dispatch may be too busy to field additional calls and consideration may be given to using desk personnel, or other personnel as decided upon by the Watch Commander or his/her designee)

#### Notification of affected police department personnel:

A school lockdown has the potential to impact operations of the entire affected school district, as well as the police department and other city services. For this reason, it is essential that proper notification is made to affected personnel. Typically, notifications will be made by the on-duty Watch Commander, but may be made by the Communications Bureau in the event that the Watch Commander is unavailable or at his/her request:

- Field personnel should notify (or have Dispatch notify) the Watch Commander should a school lockdown be implemented
- The Watch Commander or his/her designee should notify the Chief of Police and Command Staff regarding school lockdowns
- The Chief of Police (or his designee) will be responsible for making notifications to the affected school district's superintendent
- The Chief of Police (or his designee) will be responsible for making any department level notifications (City Manager, City Council, etc.)
- The Watch Commander or Dispatch should notify the department's Public Information Officer (PIO) who will coordinate with the school district's PIO

#### Notification of affected school district personnel:

Schools should establish protocols for making necessary notifications in the event of a school lockdown. These notifications take into account the need to notify the following:

- School district personnel
- School administrators and faculty
- Students
- Parents of students

#### School district personnel:

Because a school lockdown has the potential to create widespread concern within the community, it is essential that administrators of the affected school have a plan in place to notify their respective school district offices. School districts should establish notification guidelines and responsibilities as necessary to accomplish this task.

#### School administrators and school personnel:

Schools should ensure that in the event of a lockdown, they have procedures in place to make necessary notifications to all administrators, as well as affected staff members, in order to ensure a safe environment for all involved:

- Schools may consider utilizing public address systems to make notifications (keep in mind that if you announce a lockdown over a PA system, you may cause unnecessary alarm for students)
- During Level 2 or 3 lockdowns, the school office, including the attendance office will be inundated with phone calls and may want to consider utilizing computers (mass emailing updates to staff) in lieu of telephones
- During Level 2 or 3 lockdowns, student accountability is important and schools are encouraged to develop a plan by which staff can utilize computers to notify the attendance office of any additional students that may have sought shelter in their classrooms (this frees up telephone communication for emergency calls and provides an electronic copy of attendance records, which is important because, during chaotic situations, information may not get relayed accurately over the telephone)

#### Important Note:

Schools may want to consider a secondary location for operations, in the event that the school office becomes inaccessible. That secondary location should have the necessary equipment, including computers, phones, contact information, and phone numbers.



**Students:**

Schools should rehearse lockdown drills with their students to ensure that in the event of an actual lockdown, students understand the procedures. Additionally, since it has been proven that students will inevitably use cellular devices to communicate with parents and friends about the events occurring, it is suggested that schools use this effective device to their advantage by encouraging students to notify their parents that they are “OK” and providing updated information to parents about evacuations and student pick up areas.

By encouraging students to text their parents with updated information, schools have a better chance of reducing potential panic by controlling or dictating the message being disseminated.

Consideration should be given to having the responsible staff member (teacher) orchestrate a text from their students to the parents. For example:

The teacher can instruct his/her class: “Students, get out your cell phones and, together, we are going to put them on the ‘silent function.’ Now, I want you to type the following message to your parents, ‘Mom/Dad...I AM OK and SAFE, but the school is in lockdown. Do not respond to the school. They will not let you in until it is done. I AM OK. Either I or the SCHOOL will let you know when it is over.’”

**Parents:**

In the event of a school lockdown, parents will be understandably upset and concerned about the safety of their students. This leads to a potentially overwhelming burden on office personnel tasked with monitoring telephones. In order to reduce this burden, schools should develop or incorporate a method of electronic or cellular notification to parents. Commonly known as a “reverse phone system,” schools can send out mass phone messages, texts or emails, alerting parents to the fact that there is a lockdown in place and provide updates. Consideration should be given to send similar language as cited in the previous section concerning students sending texts.

Some school districts and cities utilize social media, such as Twitter and Facebook, as an additional means of providing information in times of crisis. Whichever method schools choose, certain basic information should be provided in a timely manner and schools should designate several staff members to be responsible for the dissemination of this information:

- School(s) that are affected
- Alternate pick-up sites for parents to respond in order to retrieve their student(s)
- Timely updates regarding the school lockdown
- Reassuring parents that their students are safe and giving updates as necessary

**Important Note:**

The school should designate a staff member with the responsibility for disseminating information. The Administrator or designee needs to approve the released information. This ensures that the most accurate and up-to-date information is being released and does not jeopardize safety or facility security, or create additional burdens for the school or law enforcement. Schools may want to consider creating a form for such releases, which include the message, signature of the person authorizing the release, and the time and methods in which the message was disseminated.

**S. Loss or Failure of Utilities**

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

- If water or an electrical line is broken, an effort should be made to turn off the water or power to the affected area and notify the school administrator immediately
- Upon notice of loss of utilities, the school administrator will initiate appropriate immediate response actions, which may include LOCKDOWN or EVACUATE BUILDING(S)
- The school administrator will notify the Maintenance and Operations Department and will provide the location and nature of the emergency
- The school administrator will notify the superintendent of the loss of utility service
- If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion

**T. Motor Vehicle Crash**

If an accident, such as a motor vehicle collision occurs on or near campus, or if a student or staff member is seriously injured on campus:

- Principal or designee will call 911
- Principal or designee will contact the school office to report the incident and any persons injured or trapped
- If NO buildings are in immediate danger, staff will instruct students to stay in their classrooms
- If buildings are damaged, staff will evacuate everyone from the building as appropriate
- Employees will maintain control of students and take roll
- If evacuated, wait for instructions from the administrator

**U. Plane Crash**

If an accident, such as a plane crash happens on or near campus, or if a student or staff member is seriously injured on campus:

- Principal or designee will contact the school office to report the incident and any persons injured or trapped
- If NO buildings are in immediate danger, staff will instruct students to stay in their classrooms
- If buildings are damaged, staff will evacuate all students and staff from the building as appropriate
- Employees will maintain control of students and take roll
- If evacuated, wait for instructions from the administrator

**V. Helicopter Landing**

On occasions, law enforcement or an air ambulance is required to land on a school campus. In the event that a school is to be used as a landing zone in an emergency the principal or designee should:

1. Contact the School Resource Officer to assist in the coordination of events between law enforcement and the school office
2. Notify all staff of the pending landing
3. Initiate a “Lockdown” restricting all students to their classrooms, canceling or postponing lunch and/or recess until the helicopter has departed from the campus
4. Notify the District Office and keep them updated on the circumstances

**W. Severe Heat Advisory**

In cases of an extreme temperature advisory, the following guidelines should be followed:

1. Outdoor activities by students and staff shall be modified to prevent heat stroke or heat exhaustion during hot weather.
2. When temperatures are 80 to 90 degrees Fahrenheit, the following precautions **shall be taken:**
  - a. Allow unrestricted access to water.
  - b. Provide adequate time (at least ten minutes per hour) for rest and cooling.
  - c. Carefully watch those athletes/students with a tendency toward obesity and those with a history of heat-related illness, for signs of hyperthermia.
  - d. During periods of moderate to high humidity, avoid prolonged vigorous activity.
3. When temperatures are 90 to 100° Fahrenheit, the following precautions shall be taken:
  - a. Avoid any prolonged vigorous activity, regardless of humidity level.
4. When temperatures are above **100° Fahrenheit**, the following precautions **shall be taken:**
  - a. All vigorous outdoor activity is to be avoided.
  - b. Limit outdoor activities to short periods of time.
  - c. Allow unrestricted access to water, even indoors.
  - d. Carefully watch those athletes and students with a tendency toward obesity for signs of hyperthermia.
  - e. Students with a history of heat-related illness shall remain indoors.
  - f. Limit athletic practices to short, non-vigorous workouts.

## **X. Psychological Trauma**

Crisis management at LHCSD specifies action during and subsequent to any emergency that may have a psychological impact on students and staff such as an act of violence; death of a student or staff member; an earthquake or other natural disasters; or a serious environmental problem. Emergencies like those described above usually produce one or more of the following conditions:

- The school administrator will establish a Crisis Intervention Response Team (CIRT) which has primary responsibility for providing necessary assistance after all types of crises
- CIRT will assess the range of crisis intervention services needed during and following an emergency
- CIRT will provide direct intervention service
- CIRT will advise and assist the school administration to restore regular functions as efficiently and quickly as possible
- In performing their duties, CIRT members will limit exposure to scenes of trauma, injury, and death
- CIRT will provide ongoing assessment of needs and follow-up services as required
- CIRT should be provided areas away from the incident



## **VII. School Safety Practices, Policies, and Procedures**

### **A. Child Abuse Reporting**

All employees of LHCS D are mandated reporters and are obligated to report any incidents of suspected child abuse to the appropriate agency.

**Child Abuse Reporting** – Call **714-940-1000** or **800-207-4464** (24-hour hotline)

In any investigation of suspected child abuse or neglect, all persons participating in the investigation of the case shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child victim.

### **B. Bullying Prevention**

The District believes every child is entitled to a safe school environment free from discrimination and bullying. Consistent with state and federal law, the District prohibits bullying and discrimination and provides a timely and effective complaint procedure for pupils who believe they have been the victim of bullying or discrimination.

The District also is mindful that, at times, behavior that is rude or insensitive may be constitutionally protected in the context of a public school environment. Such conduct can best be combated and prevented with effective strategies that involve pupils, parents and school employees in collaborative efforts to teach tolerance and ensure equal educational opportunities for all.

This policy applies to all of the District's students. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the La Habra City School District. (Educ. Code 234.1 (a).)

If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so. (Educ. Code 234.1(b)(1).)

#### **Reports**

Any employee who has knowledge of discrimination, harassment, intimidation or bullying shall inform the site administrator of the concern as soon as possible.

The site administrator shall notify the District's Nondiscrimination Officer within 24 hours.

Students who have knowledge of discrimination, harassment, intimidation or bullying are encouraged to inform a teacher or school administrator as soon as possible.

Students and parents may make such complaints anonymously by calling the Nondiscrimination Officer at the number below. Anonymous reports must provide sufficient corroborating evidence to justify the commencement of an investigation.

Because of the inability of investigators to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated.

Formal complaints regarding violations of this policy shall be made pursuant to the district's Uniform Complaint Procedure, Board Policy/Administrative Regulation 1312.3.

The District's Nondiscrimination Officer is: Mario Carlos, Ed.D. – (562) 690-2302

### C. Dress Code

The following should NOT be worn at school:

- Hats, caps or head covering other than for religious or medical reasons
- Halter tops, low tops, tank tops, bare midriff tops (all tops must completely cover midriff)
- Cutoffs, extremely short skirts/shorts (underwear should be covered by clothing)
- Clothing with unpatched holes, tears, unhemmed bottoms or slit cuffs
- Clothing that advertises such substances such as alcohol, cigarettes, drugs or utilizes double play on words, obscenities, profanity, or is suggestive in any way or may be deemed offensive by anyone
- Open toe shoes or shoes without backs
- Clothing that depicts illegal actions such as spray painting or use of firearms
- Hairstyles or colors which distract students from learning or present a safety hazard, such as hair that has been colored in shades which are loud and distracting (i.e., purple, green, pink, etc.)
- Hair which has been cut to, or grown to, styles or lengths resulting in distraction or safety hazard (i.e., Mohawks, faux hawks), hair with shaved designs (i.e., symbols, words)
- Jewelry which poses a threat to the health and safety of students or which by its size or appearance is distracting in the learning environment (i.e., jewelry with sharp edges or which is so long or dangling as to pose a safety hazard)
- There is no visible “body piercing” allowed, and it is preferred boys do not wear earrings and all students K-6 not to wear make-up or artificial nails

#### Additional Dress Standards:

The following attire is NOT to be worn at school:

- Insignias and logos of non-school sponsored organizations that may be associated with inappropriate activities
- Hooded sweatshirts and jackets must be worn with hoods down
- Belt buckles, jewelry, bandanas, stocking caps, hair nets, rags, gloves, biker wallets or other decorations with initials, inappropriate symbols or signs
- Any pants/shorts that are oversized and inappropriate for the wearer (all pants must fit and be worn at waist level)
- Tattoos may not be visible
- Any shirt with long sleeves which is dramatically oversized and inappropriate for the wearer, any oversized tee shirt, sweatshirt or polo shirt which has been modified with the addition of ironed-on creases or pleats on the front or back; net shirts
- Any clothing directly related to negative and/or inappropriate cultures

The Principal will handle decisions regarding the appropriateness of clothing. In the event there is a concern regarding clothes or appearance, parents may call the school or the school will contact the parents.

**D. Attendance/SARB Policy**

<b>Unexcused Absences</b>	<b>Excused Absences</b>
<p>3<sup>rd</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator.</li> <li>2. Send 1<sup>st</sup> unexcused SARB letter to parents indicating student is truant.</li> <li>3. Send log to CWA monthly.</li> </ol>	<p>3<sup>rd</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Monitor absences and document how the absence was verified and why. Determine if a health issue exists.</li> <li>2. Monitor patterns: Monday/Friday or certain days.</li> </ol>
<p>6<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator.</li> <li>2. Send 2<sup>nd</sup> unexcused SARB letter to parents and log to CWA.</li> <li>3. Site administration will schedule a Group Attendance Intervention Meeting (GAIM) with parents(s) to resolve attendance issue.</li> <li>4. Parents sign the pre-SARB contract.</li> </ol>	<p>6<sup>th</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Continue to monitor absence.</li> <li>2. Determine if a health issue exists.</li> <li>3. Determine if excessive absences notice should be sent when not related to health issue.</li> <li>4. Excused letter #1.</li> </ol>
<p>9<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator.</li> <li>2. Submit home visit request form to CWA.</li> <li>3. Principal or designee meets with student and parents to discuss absence.</li> </ol>	<p>9<sup>th</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Conduct a 1<sup>st</sup> attendance RtI to address impact absences are having on educational performance and develop a plan for improvement.</li> </ol>
<p>12<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. CWA office will send out 3<sup>rd</sup> SARB truancy letter.</li> </ol>	<p>12<sup>th</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Excused letter #2.</li> </ol>
<p>15<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator to submit a referral to SARB.</li> <li>2. CWA will send SARB letter to parent for a mandatory meeting.</li> <li>3. SARB panel will review documentation and make recommendations.</li> </ol>	<p>15<sup>th</sup> or more excused absences</p> <ol style="list-style-type: none"> <li>1. Conduct 2<sup>nd</sup> attendance RtI meeting.</li> <li>2. Team determines if SARB is appropriate.</li> </ol>
<p>If truancy continues, CWA will schedule 2<sup>nd</sup> SARB meeting for further interventions. CWA will refer parents to the District Attorney meetings.</p>	<p>If absences continue, parent will be referred to SARB. Panel will determine plan of action: Social Services, La Habra Police Department, District Attorney Meetings, and Family Counseling, etc.</p>

**E. Visitor/Volunteer Policy****Classroom Visitation**

La Habra City School District believes that parents are important partners in the success of our school program and welcomes parents and professionals to visit our school sites. In the effort to maintain the integrity of instruction, ensure student confidentiality, maintain a safe school environment and minimize disruption of the instructional process, LHCS D has developed visitation guidelines which are available in the school office. Please check-in at the office for an I.D. badge before going to the classroom.

**Purpose of the LHCS D School Volunteer program:**

The purpose of the LHCS D School Volunteer Program is to enhance student achievement by engaging and leveraging the rich talents and expertise of our local school communities.

School volunteers:

- Reinforce classroom learning by assisting teachers in classrooms with non-instructional tasks
- Support school personnel in the effective operation of schools
- Promote positive partnerships between the home, schools and the community
- Serve as positive role models for students by helping students develop a more positive attitude about themselves, schools and communities

**Section I: Volunteer Application Process**

Individuals are not allowed to begin a volunteer school assignment until the following are completed:

- Volunteer Application Form
- Criminal History Declaration Form
- Expectation and Requirement Form

Volunteers serving at more than one LHCSd school must have a completed application for each school/office on file.

Volunteers serving less than 16 hours per week at a site do not need fingerprinting clearance but need to be checked against the Megan's Law website.

Student Teachers and School Counseling Interns shall be referred directly to the District's Human Resources Department at ext. 80103.

## **Section II: Health And Safety**

**Tuberculosis Clearance:** Tuberculosis (TB) clearance must be presented to school personnel as part of the application process. All TB clearances must be within the last four years prior to the individual starting volunteer service. TB clearances that are older than four years from the time the volunteer application is submitted will not be accepted. ***TB clearance is the responsibility of the volunteer.***

**Sex Offender Statement and Megan's Law:** The school principal or an acceptable designee must check all volunteer applicants against the California Megan's Law online database for sex offender clearance at <http://www.meganslaw.ca.gov/>. Any volunteer applicant whose name appears on the Megan's Law list and is required to register as a sex offender is prohibited from serving as a school volunteer in any capacity including individuals participating in one-time activities.

### **Required for persons volunteering for more than 16 hours per week:**

- **Fingerprinting (Background Clearance):** Fingerprinting by the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) is required prior to the school's submission of the individual's application.
- Fingerprinting must be conducted through LHCSd. Schools with volunteer applicants requiring fingerprinting must contact Classified Personnel at ext. 80302.
- LHCSd employees desiring to participate in a school volunteer program do not have to resubmit a Fingerprinting Application; however, LHCSd employees must complete a volunteer application.

**Section III: Exceptions**

I. Volunteer Applications **NOT** required but verification on Megan's Law website required for the following individuals:

- Parents observing their child's classroom and who remain under the direct supervision of an administrator or designee at all times
- Individuals participating in one-time activities where there is limited contact with students or staff and supervision is provided by a certificated District employee. Examples include:

Chaperoning dances or one-day field trips (under 16 hours in duration)

Providing clerical functions that do not involve access to confidential documents or information

Guest speaking engagements

Job-shadowing events from local universities (less than 16 hours in duration)

Field Day

- School volunteers, like all campus guests, are required to sign in at the school office upon entering the school premises and sign out when they exit the campus.

**VIII. Additional Policies and Regulations Related to Student Safety**

Please see Board Policies and Administrative Regulations for more information about the following:

**Bomb Threats** AR 3516.2

**Bullying** BP 5131.2

**Child Abuse Prevention and Reporting** BP 5141.4/AR 5141.4

**Comprehensive Safety Plan** BP 0450/AR 0450

**Discipline** BP 5144/AR 5144

**Disruptions** BP 3515.2/AR 3515.2

**Dress and Grooming** BP 5132/AR 5132

**Earthquake Emergency Procedure System** AR 3516.3

**Fire Drills and Fires** AR 3516.1

**Gangs** BP 5136

**Hate-Motivated Behavior** BP 5145.9

**Nondiscrimination/Harassment** BP 5145.3/AR 5145.3

**Student Disturbances** BP 5131.4/AR 5131.4

**Search and Seizure** BP 5145.12/AR 5145.12

**Sexual Harassment** BP 5145.7/AR 5145.7

**Suspension and Expulsion/Due Process** BP 5144.1/AR 5144.1

**Suspension and Expulsion/Due Process (Students with Disabilities)** AR 5144.2

**Transportation Safety and Emergencies** AR 3543

**Visitors/Outsiders** BP 1250

**Weapons and Dangerous Instruments** BP 5131.7/AR 5131.7

**Student Handbook:** A copy of Las Positas Elementary School's student handbook is available in the school office and on our website.



# La Habra City School District

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**Sierra Vista Elementary School  
1800 E. Whittier Blvd.  
La Habra, CA 90631  
562-690-2359**

## **COMPREHENSIVE SAFE SCHOOL PLAN 2021-22**

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## **Introduction**

Sierra Vista Elementary School has a responsibility to provide for the safety of all students and staff in an emergency. An emergency or crisis may affect a single classroom, a building, or the entire school. The plans and procedures found in this Comprehensive Safety Plan provide teachers with a quick review of the steps to take in the event of an emergency on campus.

Safety drills for earthquakes, fires, and other disasters are held regularly to assure the safety of all students. Our school conducts monthly fire and earthquake drills. Lockdown drills are routinely performed. Each teacher reviews emergency procedures with students in order for our pupils to be well prepared. Our team regularly reviews and modifies adaptations to emergency procedures for students with disabilities. These adaptations are communicated with support personnel and practiced in conjunction with school-wide drills.

In the event of an actual disaster, children will remain in the protective custody of school personnel. An emergency card is on file to ensure that students are released to authorized adults. The school is equipped with food, water, and first aid kits. It is essential for parents to keep emergency names and phone numbers up to date at all times.

## **The Comprehensive School Safety Plan Overview**

The Comprehensive School Safety Plan (CSSP) is required by Education Code (32282-32289). It is to be reviewed and updated annually by March 1 and submitted for approval to the School Site Council as well as to the District's governing board. The contents of the CSSP should include information assessing the status of school crimes committed on school campuses and at school-related functions, strategies, and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on policies, or procedures, and how you may become involved with school safety programs, please contact:

Anna Dorado, Principal  
Sierra Vista School  
1800 E. Whittier Blvd.  
La Habra, CA 90631  
(562) 690-2359  
adorado@lahabraschools.org

Prepared by:

Safety Planning Committee  
School Site Council

The Comprehensive Safe School Plan was presented at School Site Council on January 21, 2022.

The Comprehensive Safe School Plan was presented to the public on March 10, 2022.

A copy of the CCSSP is available for review at the Las Lomas School office and at the La Habra City School District Office. In addition, the CSSP is available on the District website at [www.lahabraschools.org](http://www.lahabraschools.org).

## General School Information

### School Profile

Sierra Vista school is located in the city of La Habra and serves approximately 700 students in grades Pre-K – 6. This elementary school offers a comprehensive curriculum with opportunities for students to be educated in a manner that makes them college/career ready.

### Safe School Mission

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention with emphasis on high expectations for student conduct, responsible behavior, and a respect for others.

### School Safety/School Site Council Committee Membership

Sierra Vista – School Safety Committee 2021-22	
Name	Title
Anna Dorado	Principal
Mary Gray	Community Liaison
Alison Bento	Teacher
<a href="#">Rosa Maria Verdugo</a>	Teacher
Michelle Sherman	Teacher
April Sandoval	Psychologist
Cherie Weller	Parent
Casey Morlet	Parent
Christian Pop	Parent
Dionelle Bunyard	Classified Staff

## School Site Council Membership

Education Code Section 35294.2(e) requires that the Comprehensive School Safety Plan be reviewed and updated annually by the School Site Council.

Name	Title
Anna Dorado	Principal
Mary Gray	Community Liaison
Alison Bento	Teacher
<a href="#">Rosa Maria Verdugo</a>	Teacher
Michelle Sherman	Teacher
April Sandoval	Pyschologist
Cherie Weller	Parent
Casey Morlet	Parent
Christian Pop	Parent
Dionelle Bunyard	Classified Staff

## Safe School Reports

### School Crime Status

Sierra Vista School does not experience high incidents of crime on campus or during school-related functions.

2020-21 Summary Data	
Total Suspensions	0
Total Expulsions	0

*This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled.*

### Safe School Assessment Resources

The following resources were analyzed to develop an understanding of current conditions on school safety and standard practices, in addition to developing a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- Parent Surveys
- Student Engagement Survey
- Organization and Planning Survey
- Facilities Inspection Tool



## Emergency Response Teams and Support Personnel

### A. Administration

- Principal: Anna Dorado
- Academic Coach: Shauna Feitlin
- School Psychologists: April Sandoval
- Assembly Area Captain: Anna Dorado
- Team Leader #1: June Gualano
- Team Leader #2: Michelle Sherman
- Team Leader #3: Anna Martinez
- Office Manager: June Gualano

### B. Command Center

- Principal: Anna Dorado
- School Office Manager: June Gualano & Anna Martinez

#### Duties:

##### Principal will:

1. Assist in the flow of communication
2. Assist in the dispersal of students
3. Direct operations and governance
4. Request and/or receive reports from staff members

##### Office Manager will:

1. Develop a resource log
2. Record the time of all requests of resources, (i.e., fire department, police department, etc.), in the resource log
3. Record times of arrival for all support personnel in the resource log
4. Record other major incidents that take place, such as orders from the La Habra Police Department for lockdown, evacuation, or all clear

##### Equipment/Supplies:

- Digital two-way radio
- Emergency microphone/megaphone system
- Clipboard, notepad, writing utensil

##### Location of Command Center:

- Grass area between Rooms 505 & 401

### Assembly Area Team

## Team Members:

AMANDA DURKIN  
CINDY HSU  
HEIDI PONTIUS  
LYNN KIM  
BECKY MONROE  
TAMARA SWINDLE- WARFIELD

## Duties:

## Team Leaders will:

1. Collect student accountability forms and roll sheets
2. Inform administration of any issues specific to their team

## Assembly Team Members will:

1. Organize and supervise students assigned to them
2. Take attendance and complete student accountability forms
3. Coordinate with EOC regarding student release procedures
4. Maintain calm climate
5. Distribute food, water, and emergency supplies as needed
6. Administer first aid as needed

## Equipment/Supplies:

- Attendance rosters
- Pencils
- Student accountability forms
- Family emergency plan checklist
- Classroom first aid kit

## Location:

- Field-Grass Area
  - Students will stand in line according to classroom number

**C. Assembly Area: Captain- April Sandoval****Duties:****Assembly Area Captain will:**

1. Take a leadership role in the absence of the principal
2. Take class attendance, move to the front of the assembly area
3. Receive classroom attendance count from assembly team
4. Report attendance count to the command center
5. Oversee assembly area
6. Assist with first aid in assembly area as needed

**Equipment/Supplies:**

- Clipboards
- Pencils
- Area class rosters/attendance
- Safety vest
- Two-way radio

**D. First Aid Team**

Stacia Fallia– Health Tech  
Sylvia Gastinell- Ed. Aide  
Montserrat Torres- Ed. Aide  
Lily Cabral- Ed. Aide

**Duties:**

The First Aid Team will:

1. Administer first aid and record information of injury(s) and treatment
2. Prepare first aid supplies at the request of the command center
3. Administer first aid and record information of the extent of injuries
4. Receive information from the search and rescue teams
5. Maintain a first aid log of injuries that have been reported by search and rescue
6. Determine the need for additional medical assistance
7. Dispatch personnel to other areas as needed

Equipment/Supplies:

- First aid cards
- First aid supplies
- Stretcher
- Blankets
- Wheelchair
- Two-way radios
- Clipboards
- Pencils
- Safety vests

<https://www.google.com/maps/place/Sierra+Vista+School/@33.9384034,-117.9285753,313m/data=!3m1!1e3!4m5!3m4!1s0x80dd2aaaf23e903b:0x9278f68f0c496bb9!8m2!3d33.9386196!4d-117.9269597>

**Fire Team**

Edgar Cortez – Day Custodian

SUB– Evening Custodian

Duties:

Fire Team will:

1. Secure area and evacuate students and staff, if necessary
2. Confirm the existence and location of the fire
3. Notify the command center of existing fire(s)
4. Receive input from the Search and Rescue Team
5. If needed, use appropriate fire control equipment to rescue

Equipment/Supplies:

- CO2 Fire Extinguishers
- Gloves
- Blankets
- Helmets
- Two-way radios
- Safety vests

Assigned Areas:

- Areas affected by the fire and surrounding areas

**E. Search and Rescue Teams**

Team #1 – Amy Van Cleave- Teacher  
Team #2 – Rosa Marie Verdugo- Teacher  
Team #3 - Steve Szary-Teacher  
Team #4 – Alison Bento-Teacher  
Team #5 – Traci Castano-Teacher  
Team #6- Olga Cammer- Teacher

**Duties:****Search and Rescue will:**

1. If they are classroom teachers, release their students to their buddy teacher
2. Report to the first aid station to receive team assignment
3. Sweep through assigned area
  - a. Check each room vocally, visually and physically
4. Report any injuries to the first aid/command center stations using two-way radio
5. Extinguish small fires using classroom fire extinguishers
6. Upon completion of the search, report to first aid team to assist with injuries, if needed
7. Turn in search and rescue assessment forms to the command center
8. Return to assembly area upon completion of all duties

**Equipment/Supplies:**

- Clipboards
- Search and rescue assessment forms
- Tape
- Flashlights
- Gloves
- Hard hats
- Safety vests
- Two-way radios

**Search areas:**

- Team #1 - Classrooms and bathrooms in 500 building
- Team #2 - Classrooms and bathrooms in 400 building
- Team #3 - Classrooms and bathrooms in 300 building
- Team #4 - Classrooms and bathrooms in 200 building
- Team #5 Kitchen and bathrooms in the cafeteria building
- Team #6 - Offices, library, classrooms, and restrooms in the school office

**F. Cafeteria and Custodial Team**

Sheri Austin - cafeteria lead

Edgar Cortez - Day Custodian

SUB – Evening Custodian

Duties:

Cafeteria and Custodial Team will:

1. Shut off utilities after necessity is determined
2. Lock or unlock gates to provide egress for emergency services
3. Set up tables and chairs at the command center, first aid station, and the parent communication center
4. Determine resources that are available for immediate school use:
  - a. Water, food, power, radio, telephone and sanitary conditions
5. Report extent of damage to the command center

Equipment:

- Tools and toolbox
- Emergency organization plan
- School maps
- Cooking and serving utensils
- Two-way radios

**G. Parent Communications Team**

Mary Gray– Community Liaison  
Bobby Herrera- Language Assessor  
Oralia Birakos-Teacher

**Duties:**

Parent communication team will:

1. Set up the parent communication center
2. Display “Parent Communication Center” signs
3. Verify parent/guardian identification on emergency student release cards or the Family Emergency Plan Checklist prior to releasing students
4. Maintain emergency release log of all students released from campus
5. Check off, from the school roster, the names of all students released from campus

**Equipment:**

- Emergency student release cards
- Class roster
- Emergency release log
- Student support team release notes
- Parent communication sign
- Two-way radio
- Keys
- Clipboard
- Pencil/Pens

**Location of the Parent communication center:**

- Adjacent to the command center



## H. Support Personnel

### School Resource Officer

The School Resource Officer (SRO) is the sworn member of the La Habra Police Department (LHPD) assigned to deal with Law Enforcement related activity involving any actions in which students of La Habra City School District (LHCSD) are suspects, witnesses or victims or crimes in which the District is the victim.

In addition, the SRO will:

- Serve as a member of the Student Attendance Review Board
- Act as a liaison between the LHCSD and the LHPD
- Provide referrals as needed
- Notify school administration when law enforcement activity off campus has repercussions that affect the school
- Assist in the investigation of ongoing crimes involving LHCSD students, which requires their contact during school hours

### Emily Rolon- School Counselor

The LHCSD School Counselor provides all learners access to a developmentally appropriate and comprehensive guidance counseling program focused on academic success, personal and social development, and career and college guidance. Typical duties of the school counselor include:

- Guide individuals and groups of learners through the development of communication, problem-solving, decision-making, social/emotional learning, and conflict resolution skills
- Assist teachers and provide leadership on tiered interventions related to emotional, social, and personal development of students
- Provide prevention and intervention services for learners such as social skills development, social-emotional learning, and conflict resolution and crisis intervention
- Consult and collaborate with District specialists such as school psychologists, community liaisons, and school nurses to provide families with information on community-based resources
- Participate in the School/District crisis team

## Preparing for an Emergency and Site Maps

### Before an Emergency

It is important for the school to be surveyed with evacuation in mind. This includes identifying potential hazards both inside and outside:

#### Inside

- Suspended ceilings, hanging light fixtures
- Large windows not protected against shattering
- Bookcases, cabinets, computers, TV's, VCR's and projectors
- Storage areas with cleansers, paint or hazardous materials

#### Outside

- Places where the natural gas supply, water, sewer or electrical grids cross the site
- Power lines and electric shock hazards such as fences and metal buildings
- Areas near buildings and covered walkways where debris, roof tiles or glass may fall
- Routes past concrete walls
- Trees

#### Additional Preparation

- Designate evacuation routes without overhead hazards and other types of hazards
- The needs of students with disabilities should be considered when planning an evacuation
- Assembly areas should be as close to the evacuated facility as safe
- Establish alternate routes to the designated assembly areas
- As staff plans their evacuation routes, always make sure they know what they want to do and where they want to go
- School emergency plans should be reassessed after every emergency and modified as needed
- Necessary changes are to be reported to the administrator
- Staff will be trained to implement the plan
- Exercises will be conducted monthly each school year
- Alternate routes and methods will be practiced
- Substitutes, temporary faculty, and staff should review these emergency response guides before beginning class or work
- Employees are to be prepared to receive students who may be evacuated from another school
- Identify those employees responsible for securing student medicine and emergency cards

## **Emergency Two-Way Radio Communications**

The District's two-way radios are assigned to each school site. Channel 1 is for emergency use only. In the case of an emergency, when landlines and cell phone communications have been interrupted, all communication over the two-way radios shall be limited to that of an emergency nature.

All administrators are to practice using their two-way radio during drills.

### Use of Two-Way Radio Communications

During a District-wide drill or a real emergency, all sites shall use the Emergency Channel to communicate with the District Emergency Operations Center (EOC). No one shall proceed with transmission before they identify themselves and their location (i.e., site) prior to transmitting a message.

When applicable, the school site administrator in possession of the digital hand-held radio should turn it on as soon as possible during or following an emergency that has affected the landlines and cell phone communications with the District Office.

If an emergency occurs, which has only affected your school and you have lost landlines and cell phone communications with the District Office, turn on your District digital two-way radio, identify yourself and your site location, wait for an acknowledgment and proceed with your transmission.

Following a natural disaster, such as an earthquake, the school site administrator should not attempt to transmit a message until the District EOC center begins the roll call unless there is a life-threatening injury or situation.

The roll call is as follows:

When the District EOC Incident Commander says, "Beginning roll call," the school site administrator should prepare to identify himself/herself and give an assessment of injuries and/or damage to the site.

There may be more danger outside than inside. There may be no safe assembly areas outside. There may be no clear routes to get outside.

Teachers are to survey their classroom to see if it is safe to stay inside. It may be safer inside the classroom, even in the dark, than outside in danger. Before a decision is made to vacate a classroom or school, it must be determined if there is a safe route and a safe place to assemble the students.

### Administrators

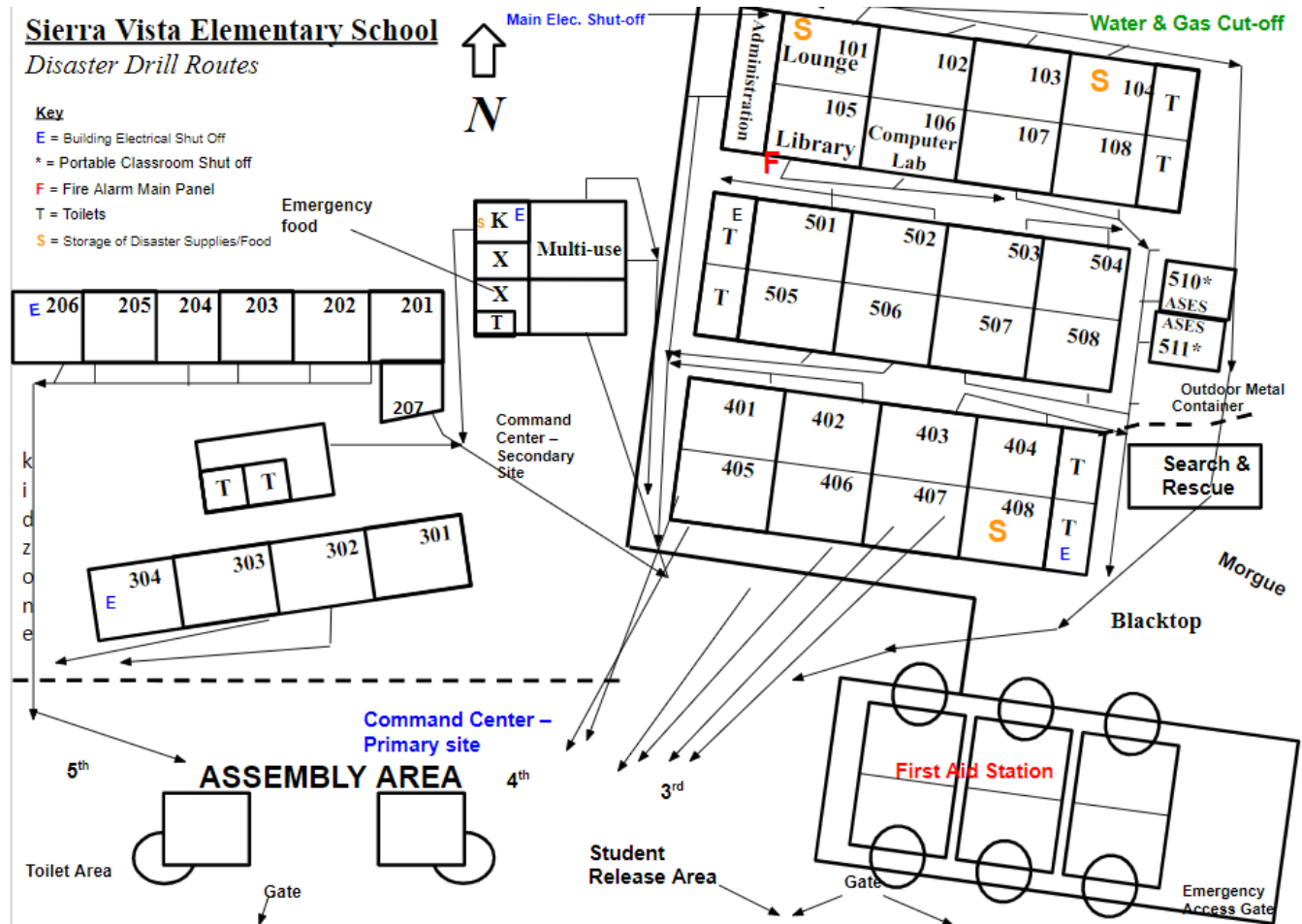
- When an emergency occurs, assess the situation and notify the School Resource Officer and Superintendents' Office
- Determine what is going on outside and inside the site
- Evaluate the short and long-term effects
- If needed, call 911 and request assistance

- Decide whether to keep students and staff in place or to evacuate all or part of the student body
- Contact teachers and staff to inform them of the situation
- Initiate initial response actions
- Mobilize your emergency management organization
- Determine the safest course of action
- Establish preferred routes and where to place the assembly area
- Formulate an incident response plan
- Communicate your directions to faculty, staff, and students by telephone, two-way radio, PA system, intercom or runners
- Notify District Public Information Officer (PIO).
- Follow up to see that your instructions were carried out as intended
- As needed, modify your plan to meet new needs or contingencies
- Keep the District informed of your status and needs

#### Faculty/Staff

- When an emergency occurs: DO NOT automatically move students into the corridor or outside the building
- Evaluate the situation and inspect the area for hazards and dangers
- If a long period of time has elapsed and you have received no instructions, you will need to decide whether to remain or to evacuate
- If you need to move, determine the safest way to move your students and decide where you are going before you depart
- Account for your students before you leave the classroom and after you arrive at your safe site
- Take your roll sheet
- Once you get to the assembly area, communicate your whereabouts to the Superintendent's Office

# Site Map – Evacuation Plan



## Site Evacuation

If the administrator in charge decides that imminent danger to life exists, he/she may order an evacuation. Evacuation will be made in accordance with the site evacuation plan. Take your two-way radio with you to communicate your progress/problems with the Emergency Operations Center.

Students who are capable of walking will stay on the sidewalks and proceed to the next designated alternate site. The primary assembly area will be:

Field – Grass Area

The secondary assembly area will be:

Grass area in front of 100 and 500 building or Stater Brothers Parking Lot

- To evacuate by bus, the administrator in charge is to contact the Emergency Operations Center who will contact the transportation provider to arrange to have busses dispatched to the site for student/staff pick up
- Busses will drop off students at the nearest alternate site
- The assembly area will be the field area
- The EOC will contact the Superintendent and the Emergency Services Coordinator advising them of the status (number of student/staff and others to be transported)
- Students will be released only to individuals listed on the emergency card
- Notification must be left at the school site indicating the address where students have been relocated
- The administrator in charge will direct all further action

Off-Campus Emergency Evacuation Sites:

Plan A:

Plan B:

## On-Site Assembly Area

Primary/Short Term: *Field – Grass Area*

Secondary /Long Term: *Cafeteria*

1. Take roll count of students and report findings to the administrator in charge
2. Assess medical needs
3. Request assistance as needed
  - The Maintenance Department will act as the Emergency Operations Center (EOC) for the District. The District EOC will have the ability to contact and request assistance from the City. Requests for additional assistance will be made through the City's EOC to the county operations area.
  - The School District EOC, after the emergency, will begin contacting all schools in alphabetical order starting with elementary schools to ascertain damage assessment and needs requirements. If an emergency exists at your site, feel free to break in and communicate your needs. (Use Emergency Channel 1).
  - If the District cannot dispatch help, then the City EOC will be contacted to request assistance/aid.
  - When the La Habra Police Department responds and sets up a command post, the Principal or their designee shall partner with the officer and respond to the command post.
4. Provide medical care
5. Provide for mass care needs (i.e., food, water, shelter, sanitation)
6. Do not light fires or touch fallen wires
7. Be alert for instruction from the administrator in charge
8. Do not attempt to enter a building until it has been declared safe by an authorized official
9. During a major emergency incident, students will only be released to the parent, guardian or the adult specified on the emergency card\*

\*There shall be no exceptions to the policy. Students who are not picked up by their parents may be transported to another shelter. Emergency response personnel may not arrive at school for several hours. It will be the school's responsibility to care for students and staff.

## **Emergency Response Plans**

### ***Armed Assault on Campus***

An armed assault on campus involves one or more individuals who attempt to take hostages or cause physical harm to students or staff. Such incidents may involve a sniper, an intruder, gang warfare, civil unrest, hostage situation, or police activity such as a stakeout or vehicle pursuit.

Initiate warning system to alert staff:

1. The Principal/Designee will call 911, and then notify the Superintendent's Office
2. The extent of the emergency will dictate the course of action needed. The Principal or their designee will take appropriate action to assure that students and staff, if outdoors, return to and remain inside the buildings. All outside doors should be locked
3. Upon return to buildings, teachers will initiate roll call
4. Staff should take steps to calm and control students in all areas of assembly or shelter
5. Students and staff will remain indoors with lights off and keeping away from all windows until law enforcement confirms that the emergency no longer exists



***Armed Student(s) – Possession Only***

Any staff member must report to the school administration if a student is suspected of having a weapon on campus.

- \*\*DO NOT approach the student

- \*\*Stay calm

- \*\*In the safest manner possible, contact the administrator

- \*\*DO NOT attempt to retrieve the firearm

- \*\*DO NOT restrain or discipline the student

When an administrator or law enforcement arrives, discuss the following:

- \*\*Room number

- \*\*The name of the student

- \*\*The exact location of the student in the classroom

- \*\*Type of weapon suspected

- \*\*Location of the weapon

- \*\*Number of students in the classroom

- \*\*Demeanor of the student and any other useful information

If the student brandishes the weapon, see “Hostage Situation Procedure.”

***Animal Disturbance***

This procedure should be implemented when the presence of a dog, skunk, coyote, mountain lion, snake or any other animal threatens the safety of students and staff. Principal or their designee will notify the School Resource Officer or call 911 as the circumstances would dictate.

The Principal or their designee will initiate the appropriate actions, which include LOCKDOWN or EVACUATION from the affected area.

Upon discovery of an animal, staff members will attempt to isolate the animal from students. If the animal is outside, students will be kept inside. If the animal gets inside, then the students will remain outside. It is suggested closing doors or locking gates as a means to isolate the animal.

The La Habra Police Department's Animal Services Division should be notified in a timely manner.

***Biological/Chemical Release*****Inside the classroom:**

- Faculty/Staff will inform the principal
- Evacuate the building in a safe manner upwind of the affected area
- The Principal will have security/utilities team isolate and restrict the area
- Faculty/Staff will turn off local fans, close windows, shut down building's air handling system
- Faculty/Staff will check for any students having any contact with hazardous substance/s

**Outside the classroom and localized:**

- The Principal will direct staff to remove students from the affected area and proceed upwind of area
- The Principal will call 911
- Securities/Utilities team will isolate and restrict affected area Faculty/Staff will turn off local fans, close windows, shut down building's air handling system
- Faculty/Staff will check for any students having any contact with a hazardous substance
- The Principal will notify the Superintendent's Office

**Surrounding Community:**

- The Principal will be informed or will determine if a potentially toxic substance has been released into the atmosphere
- The Principal will initiate an evacuation or lockdown if necessary
- Securities/Utilities team will turn off all local fans, shut down building air handling system, lock doors and windows, seal gaps under windows with wet towels or duct tape, seal vents and turn off sources of ignition as practical
- All students located outdoors will be directed to proceed immediately to nearby classrooms or buildings
- The school will remain in lockdown mode until an appropriate agency provides the clearance
- The Principal will notify the Superintendent's Office

***Bomb Threat***

Any person receiving a telephoned bomb threat should:

- Keep the caller on the line as long as possible.
- Alert the administration in an appropriate manner.
- Try to determine the age and sex of the caller.
- DO NOT take any chances and contact the school administrator for every threat.
- Leave environment where the bomb is supposed to be as is (i.e., if the door is open, leave open; if lights are on, etc.)
- When directed to do so, evacuate all students and staff from threatened area or buildings.
- Do not remove anything from the classroom and instruct students to leave all backpacks behind.
- If a device is located or observed DO NOT TOUCH IT or MOVE IT.
- Evacuate and wait for further instruction.
- Expect the police department to ask the staff if they had seen anything out of the ordinary.
- School personnel should not search for the device or enter the area.

***Demonstration/Walkout***

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

- Faculty/Staff will notify school administration immediately.
- The Principal will call 911.
- School administration will initiate appropriate response action, which may include a LOCKDOWN.
- School administration will notify the Superintendent's Office.
- School security will immediately proceed to the front of the school and control the campus.
- School administration will designate staff to accompany students going off campus for supervision and to notify law enforcement.
- Students not participating in the unlawful demonstration will remain in the classroom.
- Teachers will close and lock doors; all staff will close window coverings.
- School administration will notify parents of the incident as appropriate.

***Disorderly Conduct***

This may involve a student or staff member exhibiting threatening or irrational behavior. THE GOAL IS TO CALM AND CONTROL THE SITUATION AND ATTEMPT TO ISOLATE THE PERPETRATOR FROM OTHER STAFF AND STUDENTS TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

- The Principal will notify the School Resource Officer or call 911 as the circumstances dictate.
  - The Principal will initiate appropriate immediate response actions, LOCKDOWN or EVACUATION.
  - The Principal will assign a staff member to meet police and escort them to the location of the disturbance.
  - The Principal will contact the Superintendent's Office as soon as practical.
  - Classes should remain in session until law enforcement determines the situation is under control.
  - If the perpetrator is a student, police will decide if or when to contact family.
- School personnel at the scene of the disturbance:
- Clear bystanders and encourage students to "go about their business" and not get involved
  - Intervene to defuse the situation to the extent possible without threatening your own or staff safety

## *Earthquake*

If inside a building:

1. Implement “DROP, COVER, HOLD ON” and do not face the windows
2. Take precautions against falling objects
  - a. Get beneath a desk, table or bench and assume Drop, Cover and Hold position (kneeling with hands on head)
  - b. If cover is unavailable, get against an inside doorway or crouch against wall and cover head
  - c. Stay away from outside walls and area where there are large panels of glass or heavy suspended light fixtures
3. After the earthquake is over and the ground has stopped shaking, evacuate to the assembly area via designated evacuation route. (Beware of fallen objects, electrical wires, etc.)
  - a. Implement “buddy system” to handle any injuries (i.e., one teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes)
4. Take roll at assembly area, report information to assembly captains, and report to duty stations

If outside:

1. Implement “DROP, COVER, HOLD ON”
2. After the earthquake is over and the ground has stopped shaking, evacuate to the assembly area. (Beware of fallen objects, electrical wires, etc.)
3. Take roll at assembly area, report information to assembly captains and report to duty stations

Materials Needed for Evacuation:

1. Emergency Folder
  - a. Emergency procedures
  - b. Evacuation map
  - c. Class rosters
  - d. Classroom attendance count
  - e. Notepad and pencil
2. First Aid Kit

***Explosion/Risk of Explosion***

In the event of an explosion or risk of an explosion, such as those caused by leaking natural/LP gas or other causes, the following actions will be needed:

1. Faculty/Staff will give the command to “Drop-Take Cover.”
2. Site Administrator will call 911
3. If the explosion occurred within a building or threatens a building, the staff should immediately implement action to evacuate the building
4. Sound the fire alarm
5. Move to an area of safety as far away from the hazard as possible and maintain control of students
6. Render first aid as necessary
7. Use a fire extinguisher if appropriate (Note: Staff should be aware of locations and proper use of fire extinguishers)
8. Take roll
9. The administrator will direct further action as required
10. Students and staff should not return to the school until the Fire Department Officials and Law Enforcement declare the area safe
11. The Administrator will assess the situation and call the District Office Disaster Preparedness Coordinator as soon as practical
12. Students/staff will evacuate buildings in a direction away from the threat of explosion and move to a location upwind and as far away from the site as possible
13. Take roll again
14. The site administrator will direct further action as necessary



***Fight/Large Group Disturbance/Riot***

THE GOAL IN THIS SITUATION IS TO PREVENT ESCALATION AND CONTAIN THE AREA TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

School Personnel:

- Notify the School Resource Officer
- The principal/designee will call 911
- The principal/designee will meet police and escort them to the location of the disturbance.
- School personnel should contact school security immediately.
- Faculty/Staff will hold classes, if in session until law enforcement determines the situation is under control.
- Clear bystanders and encourage students to “go about their business” and not get involved
- Intervene to defuse the situation to the extent possible without threatening your safety or the safety of your staff
- The administrator will inform the Superintendents’ Office as soon as possible

***Fire on School Grounds***

If a fire starts anywhere on the school campus:

1. The person discovering a fire or smoky area within the school perimeter will contact the office immediately
2. The principal or designee will sound the fire alarm immediately. In the case of electrical failure, the principal or designee will disperse a team to make the fire announcement.
3. Students and staff will evacuate the building in accordance with the fire evacuation route posted in each room
4. Teachers must take emergency folder and first aid kit when evacuating
5. Turn off lights and overheads when leaving room
6. Close all doors upon exiting room or building
7. Implement “Buddy System” to handle any injuries (teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes)
8. Use emergency folder contents to:
  - a. Take roll.
  - b. Complete attendance count form.
  - c. Send attendance count form to assembly captains.
  - d. Report to duty stations.
9. The administrator will inform the Superintendents’ Office as soon as possible.

Dispatch Numbers:

La Habra City Police Department - (562) 383-4300

Los Angeles County Fire Department - (562) 868-0411

Dial 911 in case of an emergency

***Fire in Surrounding Area***

This procedure addresses the situation when a fire is discovered in an area adjoining the school. Decisions should be made based on the size and location of the fire, proximity to the school and how likely the fire will affect the school.

1. Principal/Designee will initiate appropriate response action, lockdown, evacuation or off-site evacuation.
2. Principal/Designee will notify police – 911

**If Evacuation:**

1. Students and staff will evacuate the building in accordance with the fire evacuation route posted in each room.
2. Teachers must take emergency folder and first aid kit when evacuating.
3. Turn off lights and overhead projectors when leaving the room.
4. Close all doors upon exiting room or building.
5. Implement “Buddy System” to handle any injuries (teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes).
6. Take roll at the assembly area, report information to assembly captains, and report to duty stations.
7. The administrator will inform the Superintendents’ Office as soon as possible.

**Air Quality**

1. If the air quality is poor due to smoke, dust or ash particles in the air, then the principal or site administrator may decide to limit physical activity for the period of poor air quality.

***Flooding***

This procedure applies whenever stormwater or other sources of water intrude or threaten to intrude school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare.

Alternatively, flooding may also occur without warning as a result of damage to water distribution systems.

- The principal or designee will initiate appropriate immediate response actions;
  - LOCKDOWN, EVACUATE, or OFF-SITE EVACUATION
- The principal or designee will notify 911
- Principal or designee will notify the Superintendent's Office

***Food or Water Contamination***

This procedure should be followed if site personnel suspect contamination of either food or water. It 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 or water contamination.

Indicators may include unusual odor, color, taste, or multiple employees experiencing nausea, vomiting or other illness.

The principal or their designee will:

- Isolate suspected contaminated food/water and restrict access to the area
- Notify 911
- Notify the Superintendent's Office
- Will cooperate with the Orange County Public Health Department
- Notify parents of affected students

The Faculty will:

- Make a list of all potentially affected students and staff
- Make a log of symptoms, the suspicious food/water, quality and character of products

Medical first responders will assess the need for medical aid.

***Hostage Situation***

Remember Time is on your side!

If the entire classroom is taken hostage:

Do

- Stay calm
- Obey suspect's commands
- Be passive
- Try to calm suspect and listen to complaints or demands
- Keep students calm and don't allow them to agitate the suspect
- Ask permission of suspect at all times

Don't

- Try to be a hero
- Challenge the hostage taker
- Confront the hostage taker
- Argue or fight
- Use words "hostage, captive or negotiate"

KEEP ALL RADIOS, TV'S AND COMPUTERS TURNED OFF. If possible and without increasing risk to you, minimize any possibility that the suspect can hear or see NEWS REPORTS.

Be calm and patient and wait for help. Keep in mind the average hostage incident lasts approximately six to eight hours.

***Intruder(s) on Campus***

A campus intruder is anyone who loiters or creates disturbances on school property.

Daily routine:

- It is important to maintain a closed campus requiring all visitors to register at the office
- Visitors must receive a badge that identifies them as having registered
- Staff must address ALL individuals found on campus who have not obtained the appropriate visitor badge, as safety permits, and direct them to the school office

In the case of a disturbance:

- Staff should contact the school office and give the location of the suspected intruder
- Depending upon the circumstances, lockdown procedures may be implemented
- Wait for instruction from the administrator
- During the lockdown, if you see the intruder, contact the office and give the location immediately
- The principal or the school administrator will call 911 if required
- After the lockdown, take roll and notify school administration of any missing students
- Limit phone and radio traffic to emergency use
- The administrator will notify the Superintendent's Office if needed
- Remain on lockdown mode until released by law enforcement

***Site Initiated Lockdown***

Public Address notification: ***This is a lockdown; this is not a drill.***

If INSIDE a building:

1. Lock your door immediately upon notification of lockdown.
2. DO NOT LET ANYONE IN YOUR ROOM AFTER YOU HAVE LOCKED THE DOOR.
3. Close drapes, blinds or other window coverings that may exist.
4. Direct students to sit on the floor, as low as possible being as quiet as possible.
5. Take roll and make a list of missing students.
6. Remain inside of classroom or building and DO NOT let anyone out until an administrator has given an all-clear announcement

If OUTSIDE a building:

1. Immediately report to your room bringing all students in the area into your room even if the student is not on your roll.
2. LOCK YOUR DOOR IMMEDIATELY UPON NOTIFICATION OF LOCKDOWN.
3. DO NOT LET ANYONE IN YOUR ROOM AFTER YOU HAVE LOCKED THE DOOR.
4. Close drapes, blinds or other window coverings that may exist.
5. Direct students to sit on the floor, as low as possible being as quiet as possible.
6. Take roll and make a list of missing students.
7. Remain inside of classroom or building and DO NOT let anyone out until an administrator has given an all-clear announcement

Students and staff caught outside during a lockdown:

1. Individuals who are found outside of a secure building during a lockdown should look for an open room.
2. If you become aware of staff or student locked outside of classrooms inform the office immediately.
3. In the event that a secure classroom cannot be located, students should seek cover in a restroom.



***La Habra Police Department Initiated Lockdown***

The La Habra Police Department is charged with ensuring public safety in a manner that facilitates a swift and positive resolution while minimizing the impact on the community and affected schools. In an effort to ensure a proper response to incidents that can potentially impact schools within the city, the La Habra Police Department is working with other local law enforcement agencies and schools to establish a uniform response plan. As such, a 3-level lockdown procedure has been established in order to ensure the safety of students and staff, as well as ensuring that there is minimal (yet still safe) impact on the learning environment.

**Notification procedures:**

Nothing in this procedure is intended to limit the school's ability to implement a lockdown on their own. However, in instances where the police department is requesting the school implement a Level 1, 2, or 3 lockdowns, the La Habra Police Department personnel will notify the school's principal (or their designee) via telephone. That notification may be requested by the Incident Commander (Field Supervisor or their designee) or the School Resource Officer and will typically be made by communications (Dispatch) personnel.

**Levels of a lockdown:**

This procedure involves three (3) different levels, based on the severity of the incident, taking into account the following information:

- Nature of the incident at hand
- Nature of any suspect(s) involved (including known criminal history, crime alleged, weapons, gang affiliation, threats made, etc.)
- Proximity to the affected school

*In any of the lockdown levels, it is imperative that school staff follow all campus safety protocols (which should be known and familiar to them via their administrations). Regular practice drills are strongly suggested. Staff should also be reminded to maintain a calm, yet assertive demeanor, as this greatly influences the students' response to the direction they receive.*

*It is critical that staff members be adaptable to take the necessary means (using their training, knowledge of policies, and common sense) to safely resolve a situation at hand.*

**LEVEL 1: “ALERT” - (Yellow)**

Level 1 lockdowns will result in the affected school securing its perimeter gates, if applicable, and restricting access on and off campus. This is the least restrictive level in terms of impact to the affected school site. In most instances, students will not be aware of an “ALERT” status, as classes will continue as normal. Campus supervisors and administrators should take steps to have a visual presence on campus to ensure the safety of their school.

- Example: The police department would notify the affected school that they are conducting police activity (i.e., search/arrest warrant, or some other police activity) in the general vicinity of the school, but they do not expect it to affect school operations

**LEVEL 2: “CAUTION” - (Orange)**

Level 2 lockdowns are more restrictive and will result in students being kept inside classrooms, with unsupervised movement on campus prohibited. School staff will conduct thorough site patrols to ensure all students are in a classroom.

- Example: A police pursuit terminated near the affected school and police are searching the general area for the suspect; there is no additional information to believe that the suspect is armed or dangerous
- Example: This level of lockdown is typically used for instances in which there is police activity near the school, but generally not directly affecting the campus
- A student who is not in a classroom (i.e., in a hallway, quad area, etc.) at the time the level 2 lockdown is implemented should be directed to the nearest classroom and accounted for by staff
  - Once safely inside and accounted for, the student can then be escorted by staff back to ensure safe arrival to his/her designated class/teacher
- Supervised student movement can be allowed in cases of need (i.e., bathroom necessities), but should be conducted on a case-by-case need and assessment
- Generally, classroom instruction should continue as usual
- In summary, a Level 2 lockdown allows for the continuance of normal “inside classroom” activities; however, unsupervised student movement on the campus should not occur
- Any outdoor activities (i.e., PE classes, should be directed into a structure, such as the gym or classroom) until the level 2 lockdown is lifted

**LEVEL 3:     “EMERGENCY” - (Red)**

Level 3 lockdowns will be initiated when the incident poses a significant threat to the safety of the students at the affected school site and will result in the most substantial steps being taken by the school and the police department to maximize the safety of students and staff. In the event of a Level 3 lockdown, all student and staff movement should cease, and staff should ensure that students shelter in place and that the school’s lockdown measures are implemented:

- Students should take positions of safety within classrooms
  - All known students shall immediately be brought into the nearest classroom and accounted for
  - Lock and secure classroom doors and remain inside
  - Close any shades, drapes or blinds and keep students away from windows
  - Keep students calm and quiet (**your demeanor has a direct impact on student demeanor**)
  - Turn off lights and cover windows, if possible
  - Have students sit on the floor or remain under desks and tables
  - For rooms that have doors that open inward, consider placing furniture in front of doors to block access
  - Remember lessons from “**RUN, HIDE, FIGHT**” philosophy (if this training was provided to you)
  - **MENTALLY PREPARE YOURSELF TO TAKE NECESSARY ACTION** – should the situation call for it
  - Take roll and notify the office of any students from other classrooms
  - Follow specific campus safety protocols
  - Wait for further instructions from school administrators
- 
- Example: This level of lockdown will be used for the most severe types of incidents where it is believed that there is an imminent threat to students and staff. Examples would include an active shooter, armed intruder on campus, or other incident that necessitates the immediate lockdown of the school site.

**Deployment of officers to affected schools:**

In the event of a Level 2 or Level 3 lockdown, and depending upon available officers, the La Habra Police Department will make every effort to have a School Resource Officer (SRO), or other designated officer, respond to the campus to meet with school administrators, ensure the safety of students, and facilitate the orderly operation of the lockdown from initiation to conclusion. The responsibilities of the assigned officer include but are not limited to:

- Direct interaction with the principal or designated staff member
- Direct communication with the Incident Commander
- Relaying critical information which directly impacts the school
- Planning and coordination of school evacuations, if necessary
- Planning and coordination of dismissal of students to parents/guardians
- Traffic staging and management (i.e., parents, buses, etc.)
- Notification of principal or designee upon resolution of the incident
- Contingency planning with school staff in the event that the incident escalates, is prolonged, or directly involves the campus
- Determination of the need for additional resources (i.e., additional officers, SWAT, medical, bomb squad, etc.) and requests through the Incident Commander

**Communications center responsibilities:**

In the event of a lockdown, police department personnel shall notify the affected school as soon as possible and advise them of the lockdown level. In the event of a Level 2 or 3 lockdowns, communications personnel will make every attempt, based on available resources, to have an officer deployed to the affected school, with School Resource Officers (SRO's) being the preferred option.

**Determination of need for lockdown:**

The determination for the need to institute a school lockdown in most cases will be the responsibility of the Incident Commander or highest ranking officer on scene (generally the Field Sergeant or Corporal) but can be made by any officer who believes that current circumstances dictate the need for such lockdown. In the event that a school lockdown becomes necessary, the affected school(s) should be notified as soon as possible via telephone to the school office. This notification should be made through the police department's communication center. The caller should obtain and provide the following information when feasible:

Name of the school staff member being contacted

- Advise the school of the necessary lockdown and level
- Provide basic information regarding the need for the lockdown (including police activity, if possible)
- Estimated duration, if that can be forecasted
- Obtain the name of the school's point of contact, in the event an officer needs to respond (this should include contact numbers, including cell phone number and is typically the principal)
- Provide a number for the school to call back (in a Level 3 lockdown, Dispatch may be too busy to field additional calls and consideration may be given to using desk personnel, or other personnel as decided upon by the Watch Commander or his/her designee)

Notification of affected police department personnel:

A school lockdown has the potential to impact operations of the entire affected school district, as well as the police department and other city services. For this reason, it is essential that proper notification is made to affected personnel. Typically, notifications will be made by the on-duty Watch Commander, but may be made by the Communications Bureau in the event that the Watch Commander is unavailable or at his/her request:

- Field personnel should notify (or have Dispatch notify) the Watch Commander should a school lockdown be implemented
- The Watch Commander or his/her designee should notify the Chief of Police and Command Staff regarding school lockdowns
- The Chief of Police (or his designee) will be responsible for making notifications to the affected school district's superintendent
- The Chief of Police (or his designee) will be responsible for making any department level notifications (City Manager, City Council, etc.)
- The Watch Commander or Dispatch should notify the department's Public Information Officer (PIO) who will coordinate with the school district's PIO

Notification of affected school district personnel:

Schools should establish protocols for making necessary notifications in the event of a school lockdown. These notifications take into account the need to notify the following:

- School district personnel
- School administrators and faculty
- Students
- Parents of students

**School district personnel:**

Because a school lockdown has the potential to create widespread concern within the community, it is essential that administrators of the affected school have a plan in place to notify their respective school district offices. School districts should establish notification guidelines and responsibilities as necessary to accomplish this task.

**School administrators and school personnel:**

Schools should ensure that in the event of a lockdown, they have procedures in place to make necessary notifications to all administrators, as well as affected staff members, in order to ensure a safe environment for all involved:

- Schools may consider utilizing public address systems to make notifications (keep in mind that if you announce a lockdown over a PA system, you may cause unnecessary alarm for students)
- During Level 2 or 3 lockdowns, the school office, including the attendance office will be inundated with phone calls and may want to consider utilizing computers (mass emailing updates to staff) in lieu of telephones
- During Level 2 or 3 lockdowns, student accountability is important and schools are encouraged to develop a plan by which staff can utilize computers to notify the attendance office of any additional students that may have sought shelter in their classrooms (this frees up telephone communication for emergency calls and provides an electronic copy of attendance records, which is important because, during chaotic situations, information may not get relayed accurately over the telephone)

**Important Note:**

Schools may want to consider a secondary location for operations, in the event that the school office becomes inaccessible. That secondary location should have the necessary equipment, including computers, phones, contact information, and phone numbers.

**Students:**

Schools should rehearse lockdown drills with their students to ensure that in the event of an actual lockdown, students understand the procedures. Additionally, since it has been proven that students will inevitably use cellular devices to communicate with parents and friends about the events occurring, it is suggested that schools use this effective device to their advantage by encouraging students to notify their parents that they are “OK” and providing updated information to parents about evacuations and student pick up areas.

By encouraging students to text their parents with updated information, schools have a better chance of reducing potential panic by controlling or dictating the message being disseminated.

Consideration should be given to having the responsible staff member (teacher) orchestrate a text from their students to the parents. For example:

The teacher can instruct his/her class: “Students, get out your cell phones and, together, we are going to put them on the ‘silent function.’ Now, I want you to type the following message to your parents, ‘Mom/Dad...I AM OK and SAFE, but the school is in lockdown. Do not respond to the school. They will not let you in until it is done. I AM OK. Either I or the SCHOOL will let you know when it is over.’”

**Parents:**

In the event of a school lockdown, parents will be understandably upset and concerned about the safety of their students. This leads to a potentially overwhelming burden on office personnel tasked with monitoring telephones. In order to reduce this burden, schools should develop or incorporate a method of electronic or cellular notification to parents. Commonly known as a “reverse phone system,” schools can send out mass phone messages, texts or emails, alerting parents to the fact that there is a lockdown in place and provide updates. Consideration should be given to send similar language as cited in the previous section concerning students sending texts.

Some school districts and cities utilize social media, such as Twitter and Facebook, as an additional means of providing information in times of crisis. Whichever method schools choose, certain basic information should be provided in a timely manner and schools should designate several staff members to be responsible for the dissemination of this information:

- School(s) that are affected
- Alternate pick-up sites for parents to respond in order to retrieve their student(s)
- Timely updates regarding the school lockdown
- Reassuring parents that their students are safe and giving updates as necessary

**Important Note:**

The school should designate a staff member with the responsibility for disseminating information. The Administrator or designee needs to approve the released information. This ensures that the most accurate and up-to-date information is being released and does not jeopardize safety or facility security, or create additional burdens for the school or law enforcement. Schools may want to consider creating a form for such releases, which include the message, signature of the person authorizing the release, and the time and methods in which the message was disseminated.



***Loss or Failure of Utilities***

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

- If water or an electrical line is broken, an effort should be made to turn off the water or power to the affected area and notify the school administrator immediately
- Upon notice of loss of utilities, the school administrator will initiate appropriate immediate response actions, which may include LOCKDOWN or EVACUATE BUILDING(S)
- The school administrator will notify the Maintenance and Operations Department and will provide the location and nature of the emergency
- The school administrator will notify the superintendent of the loss of utility service
- If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion

***Motor Vehicle Crash***

If an accident, such as a motor vehicle collision occurs on or near campus, or if a student or staff member is seriously injured on campus:

- Principal or designee will call 911
- Principal or designee will contact the school office to report the incident and any persons injured or trapped
- If NO buildings are in immediate danger, staff will instruct students to stay in their classrooms
- If buildings are damaged, staff will evacuate everyone from the building as appropriate
- Employees will maintain control of students and take roll
- If evacuated, wait for instructions from the administrator

***Plane Crash***

If an accident, such as a plane crash happens on or near campus, or if a student or staff member is seriously injured on campus:

- Principal or designee will contact the school office to report the incident and any persons injured or trapped
- If NO buildings are in immediate danger, staff will instruct students to stay in their classrooms
- If buildings are damaged, staff will evacuate all students and staff from the building as appropriate
- Employees will maintain control of students and take roll
- If evacuated, wait for instructions from the administrator

***Helicopter Landing***

On occasions, law enforcement or an air ambulance is required to land on a school campus. In the event that a school is to be used as a landing zone in an emergency the principal or designee should:

1. Contact the School Resource Officer to assist in the coordination of events between law enforcement and the school office
2. Notify all staff of the pending landing
3. Initiate a “Lockdown” restricting all students to their classrooms, canceling or postponing lunch and/or recess until the helicopter has departed from the campus
4. Notify the District Office and keep them updated on the circumstances

***Severe Heat Advisory***

In cases of an extreme temperature advisory, the following guidelines should be followed:

1. Outdoor activities by students and staff shall be modified to prevent heat stroke or heat exhaustion during hot weather.
2. When temperatures are 80 to 90 degrees Fahrenheit, the following precautions **shall be taken:**
  - a. Allow unrestricted access to water.
  - b. Provide adequate time (at least ten minutes per hour) for rest and cooling.
  - c. Carefully watch those athletes/students with a tendency toward obesity and those with a history of heat-related illness, for signs of hyperthermia.
  - d. During periods of moderate to high humidity, avoid prolonged vigorous activity.
3. When temperatures are 90 to 100° Fahrenheit, the following precautions shall be taken:
  - a. Avoid any prolonged vigorous activity, regardless of humidity level.
4. When temperatures are above **100° Fahrenheit**, the following precautions **shall be taken:**
  - a. All vigorous outdoor activity is to be avoided.
  - b. Limit outdoor activities to short periods of time.
  - c. Allow unrestricted access to water, even indoors.
  - d. Carefully watch those athletes and students with a tendency toward obesity for signs of hyperthermia.
  - e. Students with a history of heat-related illness shall remain indoors.
  - f. Limit athletic practices to short, non-vigorous workouts.

### ***Psychological Trauma***

Crisis management at LHCS D specifies action during and subsequent to any emergency that may have a psychological impact on students and staff such as an act of violence; death of a student or staff member; an earthquake or other natural disasters; or a serious environmental problem. Emergencies like those described above usually produce one or more of the following conditions:

- The school administrator will establish a Crisis Intervention Response Team (CIRT) which has primary responsibility for providing necessary assistance after all types of crises
- CIRT will assess the range of crisis intervention services needed during and following an emergency
- CIRT will provide direct intervention service
- CIRT will advise and assist the school administration to restore regular functions as efficiently and quickly as possible
- In performing their duties, CIRT members will limit exposure to scenes of trauma, injury, and death
- CIRT will provide ongoing assessment of needs and follow-up services as required
- CIRT should be provided areas away from the incident

## School Safety Practices, Policies, and Procedures

### Child Abuse Reporting

All employees of LHCSd are mandated reporters and are obligated to report any incidents of suspected child abuse to the appropriate agency.

**Child Abuse Reporting** – Call **714-940-1000** or **800-207-4464** (24-hour hotline)

In any investigation of suspected child abuse or neglect, all persons participating in the investigation of the case shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child victim.

### Bullying Prevention

The District believes every child is entitled to a safe school environment free from discrimination and bullying. Consistent with state and federal law, the District prohibits bullying and discrimination and provides a timely and effective complaint procedure for pupils who believe they have been the victim of bullying or discrimination.

The District also is mindful that, at times, behavior that is rude or insensitive may be constitutionally protected in the context of a public school environment. Such conduct can best be combated and prevented with effective strategies that involve pupils, parents and school employees in collaborative efforts to teach tolerance and ensure equal educational opportunities for all.

This policy applies to all of the District's students. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the La Habra City School District. (Educ. Code 234.1 (a).)

If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so. (Educ. Code 234.1(b)(1).)

### Reports

Any employee who has knowledge of discrimination, harassment, intimidation or bullying shall inform the site administrator of the concern as soon as possible.

The site administrator shall notify the District's Nondiscrimination Officer within 24 hours.

Students who have knowledge of discrimination, harassment, intimidation or bullying are encouraged to inform a teacher or school administrator as soon as possible.

Students and parents may make such complaints anonymously by calling the Nondiscrimination Officer at the number below. Anonymous reports must provide sufficient corroborating evidence to justify the commencement of an investigation.

Because of the inability of investigators to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated.

Formal complaints regarding violations of this policy shall be made pursuant to the district's Uniform Complaint Procedure, Board Policy/Administrative Regulation 1312.3.

The District's Nondiscrimination Officer is: Mario Carlos, Ed.D. – (562) 690-2302



## Dress Code

The following should NOT be worn at school:

- Hats, caps or head covering other than for religious or medical reasons
  - Halter tops, low tops, tank tops, bare midriff tops (all tops must completely cover midriff)
- Cutoffs, extremely short skirts/shorts (underwear should be covered by clothing)
- Clothing with unpatched holes, tears, unhemmed bottoms or slit cuffs
  - Clothing that advertises such substances such as alcohol, cigarettes, drugs or utilizes double play on words, obscenities, profanity, or is suggestive in any way or may be deemed offensive by anyone
- Open toe shoes or shoes without backs
- Clothing that depicts illegal actions such as spray painting or use of firearms
  - Hairstyles or colors which distract students from learning or present a safety hazard, such as hair that has been colored in shades which are loud and distracting (i.e., purple, green, pink, etc.)
  - Hair which has been cut to, or grown to, styles or lengths resulting in distraction or safety hazard (i.e., Mohawks, faux hawks), hair with shaved designs (i.e., symbols, words)
  - Jewelry which poses a threat to the health and safety of students or which by its size or appearance is distracting in the learning environment (i.e., jewelry with sharp edges or which is so long or dangling as to pose a safety hazard)
  - There is no visible “body piercing” allowed, and it is preferred boys do not wear earrings and all students K-6 not to wear make-up or artificial nails

### Additional Dress Standards:

The following attire is NOT to be worn at school:

- Insignias and logos of non-school sponsored organizations that may be associated with inappropriate activities
- Hooded sweatshirts and jackets must be worn with hoods down
  - Belt buckles, jewelry, bandanas, stocking caps, hair nets, rags, gloves, biker wallets or other decorations with initials, inappropriate symbols or signs
  - Any pants/shorts that are oversized and inappropriate for the wearer (all pants must fit and be worn at waist level)
- Tattoos may not be visible
  - Any shirt with long sleeves which is dramatically oversized and inappropriate for the wearer, any oversized tee shirt, sweatshirt or polo shirt which has been modified with the addition of ironed-on creases or pleats on the front or back; net shirts
- Any clothing directly related to negative and/or inappropriate cultures

The Principal will handle decisions regarding the appropriateness of clothing. In the event there is a concern regarding clothes or appearance, parents may call the school or the school will contact the parents.

**Attendance/SARB Policy**

<b>Unexcused Absences</b>	<b>Excused Absences</b>
<p>3<sup>rd</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator.</li> <li>2. Send 1<sup>st</sup> unexcused SARB letter to parents indicating student is truant.</li> <li>3. Send log to CWA monthly.</li> </ol>	<p>3<sup>rd</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Monitor absences and document how the absence was verified and why. Determine if a health issue exists.</li> <li>2. Monitor patterns: Monday/Friday or certain days.</li> </ol>
<p>6<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator.</li> <li>2. Send 2<sup>nd</sup> unexcused SARB letter to parents and log to CWA.</li> <li>3. Site administration will schedule a Group Attendance Intervention Meeting (GAIM) with parents(s) to resolve attendance issue.</li> <li>4. Parents sign the pre-SARB contract.</li> </ol>	<p>6<sup>th</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Continue to monitor absence.</li> <li>2. Determine if a health issue exists.</li> <li>3. Determine if excessive absences notice should be sent when not related to health issue.</li> <li>4. Excused letter #1.</li> </ol>
<p>9<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator.</li> <li>2. Submit home visit request form to CWA.</li> <li>3. Principal or designee meets with student and parents to discuss absence.</li> </ol>	<p>9<sup>th</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Conduct a 1<sup>st</sup> attendance RtI to address impact absences are having on educational performance and develop a plan for improvement.</li> </ol>
<p>12<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. CWA office will send out 3<sup>rd</sup> SARB truancy letter.</li> </ol>	<p>12<sup>th</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Excused letter #2.</li> </ol>
<p>15<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator to submit a referral to SARB.</li> <li>2. CWA will send SARB letter to parent for a mandatory meeting.</li> <li>3. SARB panel will review documentation and make recommendations.</li> </ol>	<p>15<sup>th</sup> or more excused absences</p> <ol style="list-style-type: none"> <li>1. Conduct 2<sup>nd</sup> attendance RtI meeting.</li> <li>2. Team determines if SARB is appropriate.</li> </ol>
<p>If truancy continues, CWA will schedule 2<sup>nd</sup> SARB meeting for further interventions. CWA will refer parents to the District Attorney meetings.</p>	<p>If absences continue, parent will be referred to SARB. Panel will determine plan of action: Social Services, La Habra Police Department, District Attorney Meetings, and Family Counseling, etc.</p>

## **Visitor/Volunteer Policy**

### Classroom Visitation

La Habra City School District believes that parents are important partners in the success of our school program and welcomes parents and professionals to visit our school sites. In the effort to maintain the integrity of instruction, ensure student confidentiality, maintain a safe school environment and minimize disruption of the instructional process, LHCS D has developed visitation guidelines which are available in the school office. Please check-in at the office for an I.D. badge before going to the classroom.

### **Purpose of the LHCS D School Volunteer program:**

The purpose of the LHCS D School Volunteer Program is to enhance student achievement by engaging and leveraging the rich talents and expertise of our local school communities.

School volunteers:

- Reinforce classroom learning by assisting teachers in classrooms with non-instructional tasks
- Support school personnel in the effective operation of schools
- Promote positive partnerships between the home, schools and the community
- Serve as positive role models for students by helping students develop a more positive attitude about themselves, schools and communities

### **Section I: Volunteer Application Process**

Individuals are not allowed to begin a volunteer school assignment until the following are completed:

- Volunteer Application Form
- Criminal History Declaration Form
- Expectation and Requirement Form

Volunteers serving at more than one LHCSd school must have a completed application for each school/office on file.

Volunteers serving less than 16 hours per week at a site do not need fingerprinting clearance but need to be checked against the Megan's Law website.

Student Teachers and School Counseling Interns shall be referred directly to the District's Human Resources Department at ext. 80103.

## **Section II: Health And Safety**

**Tuberculosis Clearance:** Tuberculosis (TB) clearance must be presented to school personnel as part of the application process. All TB clearances must be within the last four years prior to the individual starting volunteer service. TB clearances that are older than four years from the time the volunteer application is submitted will not be accepted. ***TB clearance is the responsibility of the volunteer.***

**Sex Offender Statement and Megan's Law:** The school principal or an acceptable designee must check all volunteer applicants against the California Megan's Law online database for sex offender clearance at <http://www.meganslaw.ca.gov/>. Any volunteer applicant whose name appears on the Megan's Law list and is required to register as a sex offender is prohibited from serving as a school volunteer in any capacity including individuals participating in one-time activities.

### **Required for persons volunteering for more than 16 hours per week:**

- **Fingerprinting (Background Clearance):** Fingerprinting by the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) is required prior to the school's submission of the individual's application.
- Fingerprinting must be conducted through LHCSd. Schools with volunteer applicants requiring fingerprinting must contact Classified Personnel at ext. 80302.
- LHCSd employees desiring to participate in a school volunteer program do not have to resubmit a Fingerprinting Application; however, LHCSd employees must complete a volunteer application.

**Section III: Exceptions**

Volunteer Applications NOT required but verification on Megan's Law website required for the following individuals:

- Parents observing their child's classroom and who remain under the direct supervision of an administrator or designee at all times
- Individuals participating in one-time activities where there is limited contact with students or staff and supervision is provided by a certificated District employee. Examples include:

Chaperoning dances or one-day field trips (under 16 hours in duration)

Providing clerical functions that do not involve access to confidential documents or information

Guest speaking engagements

Job-shadowing events from local universities (less than 16 hours in duration)

Field Day

- School volunteers, like all campus guests, are required to sign in at the school office upon entering the school premises and sign out when they exit the campus.

## **Additional Policies and Regulations Related to Student Safety**

Please see Board Policies and Administrative Regulations for more information about the following:

**Bomb Threats** AR 3516.2

**Bullying** BP 5131.2

**Child Abuse Prevention and Reporting** BP 5141.4/AR 5141.4

**Comprehensive Safety Plan** BP 0450/AR 0450

**Discipline** BP 5144/AR 5144

**Disruptions** BP 3515.2/AR 3515.2

**Dress and Grooming** BP 5132/AR 5132

**Earthquake Emergency Procedure System** AR 3516.3

**Fire Drills and Fires** AR 3516.1

**Gangs** BP 5136

**Hate-Motivated Behavior** BP 5145.9

**Nondiscrimination/Harassment** BP 5145.3/AR 5145.3

**Student Disturbances** BP 5131.4/AR 5131.4

**Search and Seizure** BP 5145.12/AR 5145.12

**Sexual Harassment** BP 5145.7/AR 5145.7

**Suspension and Expulsion/Due Process** BP 5144.1/AR 5144.1

**Suspension and Expulsion/Due Process (Students with Disabilities)** AR 5144.2

**Transportation Safety and Emergencies** AR 3543

**Visitors/Outsiders** BP 1250

**Weapons and Dangerous Instruments** BP 5131.7/AR 5131.7

**Student Handbook:** A copy of Sierra Vista Elementary School's student handbook is available in the school office and on our website.

# **La Habra City School District**

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**Walnut STEAM Academy  
625 N. Walnut Street  
La Habra, CA 90631  
562-690-2369**



## **COMPREHENSIVE SAFE SCHOOL PLAN 2021-2022**

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## Introduction

Walnut STEAM Academy has a responsibility to provide for the safety of all students and staff in an emergency. An emergency or crisis may affect a single classroom, a building, or the entire school. The plans and procedures found in this Comprehensive Safety Plan provide teachers with a quick review of the steps to take in the event of an emergency on campus.

Safety drills for earthquakes, fires, and other disasters are held regularly to assure the safety of all students. Our school conducts monthly fire and earthquake drills. Lockdown drills are routinely performed. Each teacher reviews emergency procedures with students in order for our pupils to be well prepared. Our team regularly reviews and modifies adaptations to emergency procedures for students with disabilities. These adaptations are communicated with support personnel and practiced in conjunction with school-wide drills.

In the event of an actual disaster, children will remain in the protective custody of school personnel. An emergency card is on file to ensure that students are released to authorized adults. The school is equipped with food, water, and first aid kits. It is essential for parents to keep emergency names and phone numbers up to date at all times.

## The Comprehensive School Safety Plan Overview

The Comprehensive School Safety Plan (CSSP) is required by Education Code (32282-32289). It is to be reviewed and updated annually by March 1 and submitted for approval to the School Site Council as well as to the District's governing board. The contents of the CSSP should include information assessing the status of school crimes committed on school campuses and at school-related functions, strategies, and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on policies, or procedures, and how you may become involved with school safety programs, please contact:

Alma Noche Ed. D., Principal

Walnut STEAM Academy

625 N. Walnut Street

La Habra, CA 90631

(562) 690-2369

[anoche@lahabraschools.org](mailto:anoche@lahabraschools.org)

Prepared by:

Site Safety Committee

School Site Council

- The Comprehensive Safe School Plan was presented at the School Site Council on 10/27/21.
- The Comprehensive Safe School Plan was presented to the public on 3/10/22.

A copy of the CCSSP is available for review at the Walnut Elementary office and at the La Habra City School District Office. In addition, the CSSP is available on the District website at [www.lahabraschools.org](http://www.lahabraschools.org).

## General School Information

### School Profile

Walnut STEAM Academy is located in the city of La Habra and serves approximately 500 students in grades TK – 6. This elementary school offers a comprehensive curriculum with opportunities for students to participate and engage in STEAM.

### Safe School Mission

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention with emphasis on high expectations for student conduct, responsible behavior, and a respect for others.

### School Safety Committee Membership

Walnut STEAM Academy – School Safety Committee 2021-2022	
Name	Title
Alma Noche	Principal
Teresa Lee	TOSA
Jennifer Hayes	Teacher
Catherine Arnold	Teacher
Jenna La Vache	Teacher
Sharon Magdaleno	Teacher
Lisa Fisher	Teacher
Sara Prichard	Teacher
Holly Lauterborn	Teacher

**School Site Council Membership**

Education Code Section 35294.2(e) requires that the Comprehensive School Safety Plan be reviewed and updated annually by the School Site Council.

The School Site Council for Walnut STEAM Academy during the 2021-2022 school year is comprised of the following individuals:

<b>Walnut STEAM Academy – School Site Council 2021-2022</b>	
<b>Name</b>	<b>Title</b>
Alma Noche	Principal
Sharon Magdaleno	Teacher
Cara Adair	Teacher
Lisa Fisher	Teacher
Susan Rodriguez	Educational Assistant
Sara Ursenbach	Parent
Nohemi Valenzuela	Parent
Maria Davalos	Parent
Ana Ramirez	Parent
Michelle Madrid	Parent
Patricia Munoz	Parent

## Safe School Reports

### School Crime Status

Walnut STEAM Academy does not experience high incidents of crime on campus or during school-related functions.

2020-2021 Summary Data	
Total Suspensions	0
Total Expulsions	0

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled.

### Safe School Assessment Resources

The following resources were analyzed to develop an understanding of current conditions on school safety and standard practices, in addition to developing a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- Parent Surveys
- Student Engagement Survey
- Organization and Planning Survey
- Facilities Inspection Tool

## Emergency Response Teams and Support Personnel

### Administration

Principal: Alma Noche

Academic Coach: Teresa Lee

School Psychologists: Maria Bistarkey

Assembly Area Captain: Sara Prichard

Team Leader #1: Lisa Fisher

Team Leader #2: Cara Adair

Team Leader #3: Jenna La Vache

Office Manager: Cindy Legaspi

### Command Center

Principal: Alma Noche

School Office Manager: Cindy Legaspi

### Principal will:

1. Assist in the flow of communication
2. Assist in the dispersal of students
3. Direct operations and governance
4. Request and/or receive reports from staff members

### Office Manager will:

1. Develop a resource log
2. Record the time of all requests of resources, (i.e., fire department, police department, etc.), in the resource log
3. Record times of arrival for all support personnel in the resource log
4. Record other major incidents that take place, such as orders from the La Habra Police Department for lockdown, evacuation, or all clear

Equipment/Supplies:

- Digital two-way radio
- Emergency microphone/megaphone system
- Clipboard, notepad, writing utensil

Location of Command Center:

- Grass area between 100 and 200 Buildings



## Assembly Area Team

## Team Leaders:

Cara Adair - Teacher

Team Members – (5<sup>th</sup> and 6<sup>th</sup> Grade Teachers)

Jenna La Vache – Teacher

Team Members – (3<sup>rd</sup>, 4<sup>th</sup>)

Lisa Fisher– Teacher

Team Members – (TK-2<sup>nd</sup>, Fosnaugh)

## Team Leaders will:

- Collect student accountability forms and roll sheets
- Inform administration of any issues specific to their team

## Assembly Team Members will:

- Organize and supervise students assigned to them
- Take attendance and complete student accountability forms
- Coordinate with EOC regarding student release procedures
- Maintain calm climate
- Distribute food, water, and emergency supplies as needed
- Administer first aid as needed

## Equipment/Supplies:

- Attendance rosters
- Pencils
- Student accountability forms
- Family emergency plan checklist
- Classroom first aid kit

## Location:

- Field-Grass Area
- Students will stand in line according to classroom number

Assembly Area Captain

Sara Prichard – Teacher

Maria Bistarkey – Psychologist

Duties:

Assembly Area Captain will:

1. Take a leadership role in the absence of the principal
2. Take class attendance, move to the front of the assembly area
3. Receive classroom attendance count from assembly team
4. Report attendance count to the command center
5. Oversee assembly area
6. Assist with first aid in assembly area as needed

Equipment/Supplies:

- Clipboards
- Pencils
- Area class rosters/attendance
- Safety vest
- Two-way radio

### First Aid Team

Celina Rodriguez – Licensed Vocational Nurse

Regina San Miguel – Clerk Typist

### The First Aid Team will:

1. Administer first aid and record information of injury(s) and treatment
2. Prepare first aid supplies at the request of the command center
3. Administer first aid and record information of the extent of injuries
4. Receive information from the search and rescue teams
5. Maintain a first aid log of injuries that have been reported by search and rescue
6. Determine the need for additional medical assistance
7. Dispatch personnel to other areas as needed

### Equipment/Supplies:

- First aid cards
- First aid supplies
- Stretcher
- Blankets
- Wheelchair
- Two-way radios
- Clipboards
- Pencils
- Safety vests

### Fire Team

Tom Contreras – Day Custodian

Robert Jackson – Evening Custodian

### Fire Team will:

1. Secure area and evacuate students and staff, if necessary
2. Confirm the existence and location of the fire
3. Notify the command center of existing fire(s)
4. Receive input from the Search and Rescue Team
5. If needed, use appropriate fire control equipment to rescue

### Equipment/Supplies:

- CO2 Fire Extinguishers
- Gloves
- Blankets
- Helmets
- Two-way radios
- Safety vests

### Assigned Areas:

- Areas affected by the fire and surrounding areas

## Search and Rescue Teams

Team #1 – Kristen Gomez & Cheryl Forquer - Teachers

Team #2 – Catherine Arnold & Stephanie Braseny - Teachers

Team #3 – Michael Hyun & PE Aides- Teachers

Team #4 – Katie McGrath & T- Teachers

Team #5 – Bertha Gaillour-Parfitt & Teresa Lee – Community Liaisons & Academic Coach

## Search and Rescue will:

1. If they are classroom teachers, release their students to their buddy teacher
2. Report to the first aid station to receive team assignment
3. Sweep through assigned area
4. Check each room vocally, visually and physically
5. Report any injuries to the first aid/command center stations using two-way radio
6. Extinguish small fires using classroom fire extinguishers
7. Upon completion of the search, report to first aid team to assist with injuries, if needed
8. Turn in search and rescue assessment forms to the command center
9. Return to assembly area upon completion of all duties

## Equipment/Supplies:

- Clipboards
- Search and rescue assessment forms
- Tape
- Flashlights
- Gloves
- Hard hats
- Safety vests
- Two-way radios

## Search areas:

- Team #1 - Classrooms and bathrooms in 200 building
- Team #2 - Classrooms and bathrooms in 400 & 500 buildings
- Team #3 - Classrooms and bathrooms in 300 building
- Team #4 - Kitchen and bathrooms in the cafeteria building
- Team #5 - Offices, library, classrooms, and restrooms in the school office

Cafeteria and Custodial Team

Marina Zambrana – Satellite Kitchen Lead

Tom Contreras - Day Custodian

Robert Jackson – Evening Custodian

Cafeteria and Custodial Team will:

1. Shut off utilities after necessity is determined
2. Lock or unlock gates to provide egress for emergency services
3. Set up tables and chairs at the command center, first aid station, and the parent communication center
4. Determine resources that are available for immediate school use:
5. Water, food, power, radio, telephone and sanitary conditions
6. Report extent of damage to the command center

Equipment:

1. Tools and toolbox
2. Emergency organization plan
3. School maps
4. Cooking and serving utensils
5. Two-way radios

### Parent Communications Team

Cindy Legaspi Morgutia – School Office Manager

Parent communication team will:

1. Set up the parent communication center
2. Display “Parent Communication Center” signs
3. Verify parent/guardian identification on emergency student release cards or the Family Emergency Plan Checklist prior to releasing students
4. Maintain emergency release log of all students released from campus
5. Check off, from the school roster, the names of all students released from campus

Equipment:

- Emergency student release cards
- Class roster
- Emergency release log
- Student support team release notes
- Parent communication sign
- Two-way radio
- Keys
- Clipboard
- Pencil/Pens

Location of the Parent communication center:

- Adjacent to the command center

## Support Personnel

### School Resource Officer

The School Resource Officer (SRO) is the sworn member of the La Habra Police Department (LHPD) assigned to deal with Law Enforcement related activity involving any actions in which students of La Habra City School District (LHCSD) are suspects, witnesses or victims or crimes in which the District is the victim.

In addition, the SRO will:

- Serve as a member of the Student Attendance Review Board
- Act as a liaison between the LHCSD and the LHPD
- Provide referrals as needed
- Notify school administration when law enforcement activity off campus has repercussions that affect the school
- Assist in the investigation of ongoing crimes involving LHCSD students, which requires their contact during school hours

### School Counselor

The LHCSD School Counselor provides all learners access to a developmentally appropriate and comprehensive guidance counseling program focused on academic success, personal and social development, and career and college guidance. Typical duties of the school counselor include:

- Guide individuals and groups of learners through the development of communication, problem-solving, decision-making, social/emotional learning, and conflict resolution skills
- Assist teachers and provide leadership on tiered interventions related to emotional, social, and personal development of students
- Provide prevention and intervention services for learners such as social skills development, social-emotional learning, and conflict resolution and crisis intervention
- Consult and collaborate with District specialists such as school psychologists, community liaisons, and school nurses to provide families with information on community-based resources
- Participate in the School/District crisis team



## Preparing for an Emergency and Site Maps

### Before an Emergency

It is important for the school to be surveyed with evacuation in mind. This includes identifying potential hazards both inside and outside:

#### Inside

- Suspended ceilings, hanging light fixtures
- Large windows not protected against shattering
- Bookcases, cabinets, computers, TV's, VCR's and projectors
- Storage areas with cleansers, paint or hazardous materials

#### Outside

- Places where the natural gas supply, water, sewer or electrical grids cross the site
- Power lines and electric shock hazards such as fences and metal buildings
- Areas near buildings and covered walkways where debris, roof tiles or glass may fall
- Routes past concrete walls
- Trees

### Additional Preparation

- Designate evacuation routes without overhead hazards and other types of hazards
- The needs of students with disabilities should be considered when planning an evacuation
- Assembly areas should be as close to the evacuated facility as safe
- Establish alternate routes to the designated assembly areas
- As staff plans their evacuation routes, always make sure they know what they want to do and where they want to go
- School emergency plans should be reassessed after every emergency and modified as needed
- Necessary changes are to be reported to the administrator
- Staff will be trained to implement the plan
- Exercises will be conducted monthly each school year
- Alternate routes and methods will be practiced
- Substitutes, temporary faculty, and staff should review these emergency response guides before beginning class or work

- Employees are to be prepared to receive students who may be evacuated from another school
- Identify those employees responsible for securing student medicine and emergency cards

#### Emergency Two-Way Radio Communications

The District's two-way radios are assigned to each school site. Channel 1 is for emergency use only. In the case of an emergency, when landlines and cell phone communications have been interrupted, all communication over the two-way radios shall be limited to that of an emergency nature.

All administrators are to practice using their two-way radio during drills.

#### Use of Two-Way Radio Communications

During a District-wide drill or a real emergency, all sites shall use the Emergency Channel to communicate with the District Emergency Operations Center (EOC). No one shall proceed with transmission before they identify themselves and their location (i.e., site) prior to transmitting a message.

When applicable, the school site administrator in possession of the digital hand-held radio should turn it on as soon as possible during or following an emergency that has affected the landlines and cell phone communications with the District Office.

If an emergency occurs, which has only affected your school and you have lost landlines and cell phone communications with the District Office, turn on your District digital two-way radio, identify yourself and your site location, wait for an acknowledgment and proceed with your transmission.

Following a natural disaster, such as an earthquake, the school site administrator should not attempt to transmit a message until the District EOC center begins the roll call unless there is a life-threatening injury or situation.

The roll call is as follows:

When the District EOC Incident Commander says, "Beginning roll call," the school site administrator should prepare to identify himself/herself and give an assessment of injuries and/or damage to the site.

### Evacuation Should Never Be Automatic

There may be more danger outside than inside. There may be no safe assembly areas outside. There may be no clear routes to get outside.

Teachers are to survey their classroom to see if it is safe to stay inside. It may be safer inside the classroom, even in the dark, than outside in danger. Before a decision is made to vacate a classroom or school, it must be determined if there is a safe route and a safe place to assemble the students.

### Administrators

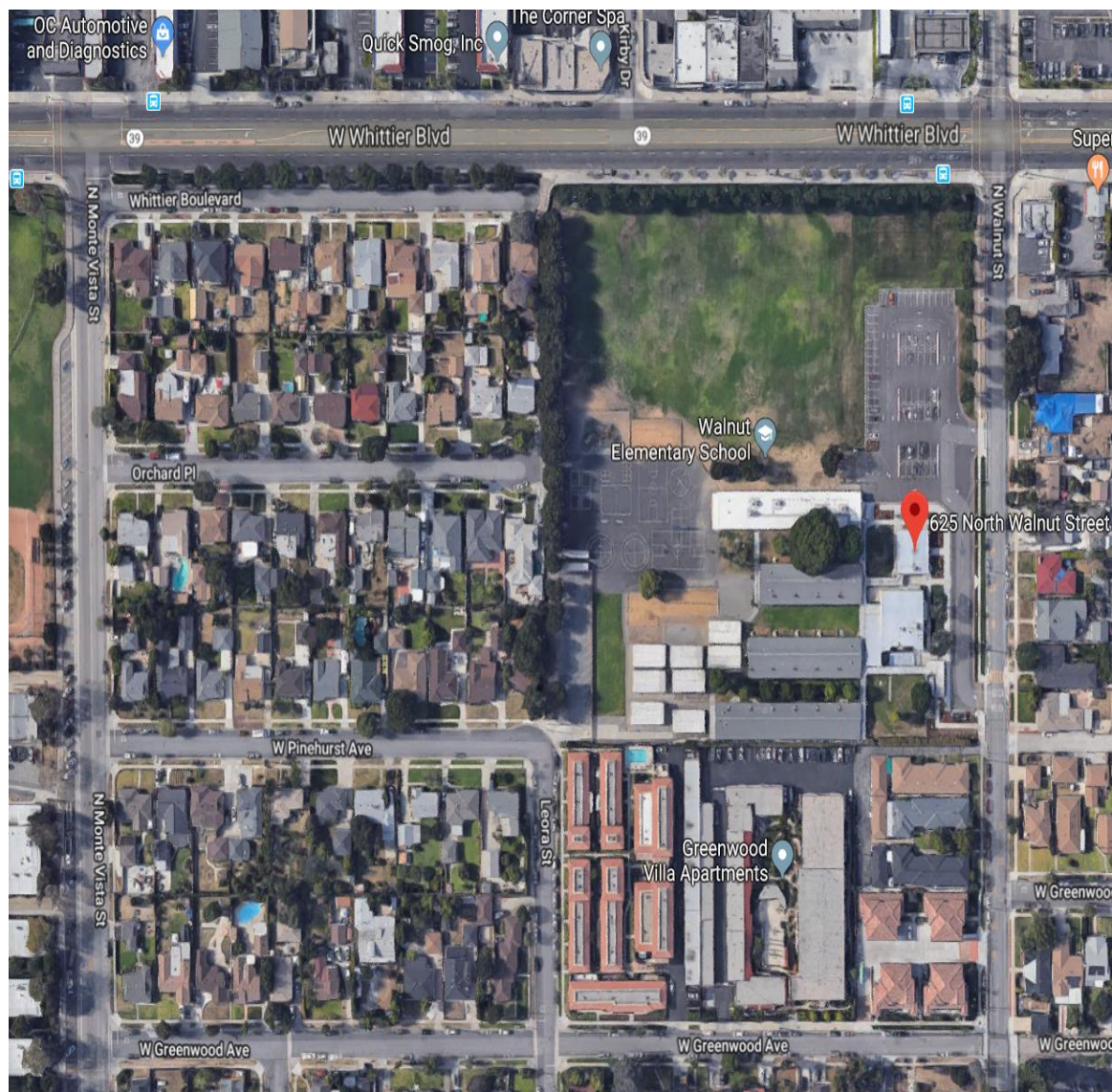
- When an emergency occurs, assess the situation and notify the School Resource Officer and Superintendents' Office
- Determine what is going on outside and inside the site
- Evaluate the short and long-term effects
- If needed, call 911 and request assistance
- Decide whether to keep students and staff in place or to evacuate all or part of the student body
- Contact teachers and staff to inform them of the situation
- Initiate initial response actions
- Mobilize your emergency management organization
- Determine the safest course of action
- Establish preferred routes and where to place the assembly area
- Formulate an incident response plan
- Communicate your directions to faculty, staff, and students by telephone, two-way radio, PA system, intercom or runners
- Notify District Public Information Officer (PIO).
- Follow up to see that your instructions were carried out as intended
- As needed, modify your plan to meet new needs or contingencies
- Keep the District informed of your status and needs

### Faculty/Staff

- When an emergency occurs: **DO NOT** automatically move students into the corridor or outside the building
- Evaluate the situation and inspect the area for hazards and dangers
- If a long period of time has elapsed and you have received no instructions, you will need to decide whether to remain or to evacuate
- If you need to move, determine the safest way to move your students and decide where you are going before you depart

- Account for your students before you leave the classroom and after you arrive at your safe site
- Take your roll sheet
- Once you get to the assembly area, communicate your whereabouts to the Superintendent's Office

Site Map – Evacuation Plan



## Site Evacuation

If the administrator in charge decides that imminent danger to life exists, he/she may order an evacuation. Evacuation will be made in accordance with the site evacuation plan. Take your two-way radio with you to communicate your progress/problems with the Emergency Operations Center.

Students who are capable of walking will stay on the sidewalks and proceed to the next designated alternate site. The primary assembly area will be:

### Field – Grass Area

The secondary assembly area will be:

### Blacktop between 400 building and 200 building

- To evacuate by bus, the administrator in charge is to contact the Emergency Operations Center who will contact the transportation provider to arrange to have busses dispatched to the site for student/staff pick up
- Busses will drop off students at the nearest alternate site
- The assembly area will be the field area
- The EOC will contact the Superintendent and the Emergency Services Coordinator advising them of the status (number of student/staff and others to be transported)
- Students will be released only to individuals listed on the emergency card
- Notification must be left at the school site indicating the address where students have been relocated
- The administrator in charge will direct all further action

### Off-Campus Emergency Evacuation Sites:

- Plan A: LHCS District Office – 500 N. Walnut St.
- Plan B: La Habra High School – 801 W. Highlander St.

## On-Site Assembly Area

Primary/Short Term: *Field – Grass Area*Secondary /Long Term: *Cafeteria*

- Take roll count of students and report findings to the administrator in charge
- Assess medical needs
- Request assistance as needed
- The Maintenance Department will act as the Emergency Operations Center (EOC) for the District. The District EOC will have the ability to contact and request assistance from the City. Requests for additional assistance will be made through the City's EOC to the county operations area.
- The School District EOC, after the emergency, will begin contacting all schools in alphabetical order starting with elementary schools to ascertain damage assessment and needs requirements. If an emergency exists at your site, feel free to break in and communicate your needs. (Use Emergency Channel 1).
- If the District cannot dispatch help, then the City EOC will be contacted to request assistance/aid.
- When the La Habra Police Department responds and sets up a command post, the Principal or their designee shall partner with the officer and respond to the command post.
- Provide medical care
- Provide for mass care needs (i.e., food, water, shelter, sanitation)
- Do not light fires or touch fallen wires
- Be alert for instruction from the administrator in charge
- Do not attempt to enter a building until it has been declared safe by an authorized official
- During a major emergency incident, students will only be released to the parent, guardian or the adult specified on the emergency card\*

\*There shall be no exceptions to the policy. Students who are not picked up by their parents may be transported to another shelter. Emergency response personnel may not arrive at school for several hours. It will be the school's responsibility to care for students and staff.

## Emergency Response Plans

### Armed Assault on Campus

An armed assault on campus involves one or more individuals who attempt to take hostages or cause physical harm to students or staff. Such incidents may involve a sniper, an intruder, gang warfare, civil unrest, hostage situation, or police activity such as a stakeout or vehicle pursuit.

Initiate warning system to alert staff:

1. The Principal/Designee will call 911, and then notify the Superintendent's Office
2. The extent of the emergency will dictate the course of action needed. The Principal or their designee will take appropriate action to assure that students and staff, if outdoors, return to and remain inside the buildings. All outside doors should be locked
3. Upon return to buildings, teachers will initiate roll call
4. Staff should take steps to calm and control students in all areas of assembly or shelter
5. Students and staff will remain indoors with lights off and keeping away from all windows until law enforcement confirms that the emergency no longer exists



**Armed Student(s) – Possession Only**

Any staff member must report to the school administration if a student is suspected of having a weapon on campus.

- DO NOT approach the student
- Stay calm
- In the safest manner possible, contact the administrator
- DO NOT attempt to retrieve the firearm
- DO NOT restrain or discipline the student

When an administrator or law enforcement arrives, discuss the following:

- Room number
- The name of the student
- The exact location of the student in the classroom
- Type of weapon suspected
- Location of the weapon
- Number of students in the classroom
- Demeanor of the student and any other useful information

If the student brandishes the weapon, see “Hostage Situation Procedure.”

### Animal Disturbance

This procedure should be implemented when the presence of a dog, skunk, coyote, mountain lion, snake or any other animal threatens the safety of students and staff.

Principal or their designee will notify the School Resource Officer or call 911 as the circumstances would dictate.

The Principal or their designee will initiate the appropriate actions, which include LOCKDOWN or EVACUATION from the affected area.

Upon discovery of an animal, staff members will attempt to isolate the animal from students. If the animal is outside, students will be kept inside. If the animal gets inside, then the students will remain outside. It is suggested closing doors or locking gates as a means to isolate the animal.

The La Habra Police Department's Animal Services Division should be notified in a timely manner.

## Biological/Chemical Release

## Inside the classroom:

- Faculty/Staff will inform the principal
- Evacuate the building in a safe manner upwind of the affected area
- The Principal will have security/utilities team isolate and restrict the area
- Faculty/Staff will turn off local fans, close windows, shut down building's air handling system
- Faculty/Staff will check for any students having any contact with hazardous substance/s

## Outside the classroom and localized:

- The Principal will direct staff to remove students from the affected area and proceed upwind of area
- The Principal will call 911
- Securities/Utilities team will isolate and restrict affected area Faculty/Staff will turn off local fans, close windows, shut down building's air handling system
- Faculty/Staff will check for any students having any contact with a hazardous substance
- The Principal will notify the Superintendent's Office

## Surrounding Community:

- The Principal will be informed or will determine if a potentially toxic substance has been released into the atmosphere
- The Principal will initiate an evacuation or lockdown if necessary
- Securities/Utilities team will turn off all local fans, shut down building air handling system, lock doors and windows, seal gaps under windows with wet towels or duct tape, seal vents and turn off sources of ignition as practical
- All students located outdoors will be directed to proceed immediately to nearby classrooms or buildings
- The school will remain in lockdown mode until an appropriate agency provides the clearance
- The Principal will notify the Superintendent's Office

## Bomb Threat

Any person receiving a telephoned bomb threat should:

- Keep the caller on the line as long as possible.
- Alert the administration in an appropriate manner.
- Try to determine the age and sex of the caller.
- DO NOT take any chances and contact the school administrator for every threat.
- Leave environment where the bomb is supposed to be as is (i.e., if the door is open, leave open; if lights are on, etc.)
- When directed to do so, evacuate all students and staff from threatened area or buildings.
- Do not remove anything from the classroom and instruct students to leave all backpacks behind.
- If a device is located or observed DO NOT TOUCH IT or MOVE IT.
- Evacuate and wait for further instruction.
- Expect the police department to ask the staff if they had seen anything out of the ordinary.
- School personnel should not search for the device or enter the area.

### Demonstration/Walkout

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

- Faculty/Staff will notify school administration immediately.
- The Principal will call 911.
- School administration will initiate appropriate response action, which may include a LOCKDOWN.
- School administration will notify the Superintendent's Office.
- School security will immediately proceed to the front of the school and control the campus.
- School administration will designate staff to accompany students going off campus for supervision and to notify law enforcement.
- Students not participating in the unlawful demonstration will remain in the classroom.
- Teachers will close and lock doors; all staff will close window coverings.
- School administration will notify parents of the incident as appropriate.

### Disorderly Conduct

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

**THE GOAL IS TO CALM AND CONTROL THE SITUATION AND ATTEMPT TO ISOLATE THE PERPETRATOR FROM OTHER STAFF AND STUDENTS TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.**

- The Principal will notify the School Resource Officer or call 911 as the circumstances dictate.
- The Principal will initiate appropriate immediate response actions, LOCKDOWN or EVACUATION.
- The Principal will assign a staff member to meet police and escort them to the location of the disturbance.
- The Principal will contact the Superintendent's Office as soon as practical.
- Classes should remain in session until law enforcement determines the situation is under control.
- If the perpetrator is a student, police will decide if or when to contact family.
- School personnel at the scene of the disturbance:
- Clear bystanders and encourage students to "go about their business" and not get involved.
- Intervene to defuse the situation to the extent possible without threatening your own or staff safety

## Earthquake

### If inside a building:

1. Implement “DROP, COVER, HOLD ON” and do not face the windows
2. Take precautions against falling objects
3. Get beneath a desk, table or bench and assume Drop, Cover and Hold position (kneeling with hands on head)
4. If cover is unavailable, get against an inside doorway or crouch against wall and cover head
5. Stay away from outside walls and area where there are large panels of glass or heavy suspended light fixtures
6. After the earthquake is over and the ground has stopped shaking, evacuate to the assembly area via designated evacuation route. (Beware of fallen objects, electrical wires, etc.)
7. Implement “buddy system” to handle any injuries (i.e., one teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes)
8. Take roll at assembly area, report information to assembly captains, and report to duty stations

### If outside:

1. Implement “DROP, COVER, HOLD ON”
2. After the earthquake is over and the ground has stopped shaking, evacuate to the assembly area. (Beware of fallen objects, electrical wires, etc.)
3. Take roll at assembly area, report information to assembly captains and report to duty stations

### Materials Needed for Evacuation:

1. Emergency Folder
  - a. Emergency procedures
  - b. Evacuation map
  - c. Class rosters
  - d. Classroom attendance count
  - e. Notepad and pencil
2. First Aid Kit

### Explosion/Risk of Explosion

In the event of an explosion or risk of an explosion, such as those caused by leaking natural/LP gas or other causes, the following actions will be needed:

1. Faculty/Staff will give the command to “Drop-Take Cover.”
2. Site Administrator will call 911
3. If the explosion occurred within a building or threatens a building, the staff should immediately implement action to evacuate the building
4. Sound the fire alarm
5. Move to an area of safety as far away from the hazard as possible and maintain control of students
6. Render first aid as necessary
7. Use a fire extinguisher if appropriate (Note: Staff should be aware of locations and proper use of fire extinguishers)
8. Take roll
9. The administrator will direct further action as required
10. Students and staff should not return to the school until the Fire Department Officials and Law Enforcement declare the area safe
11. The Administrator will assess the situation and call the District Office Disaster Preparedness Coordinator as soon as practical
12. Students/staff will evacuate buildings in a direction away from the threat of explosion and move to a location upwind and as far away from the site as possible
13. Take roll again

The site administrator will direct further action as necessary



## Fight/Large Group Disturbance/Riot

THE GOAL IN THIS SITUATION IS TO PREVENT ESCALATION AND CONTAIN THE AREA TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

## School Personnel:

- Notify the School Resource Officer
- The principal/designee will call 911
- The principal/designee will meet police and escort them to the location of the disturbance
- School personnel should contact school security immediately
- Faculty/Staff will hold classes, if in session until law enforcement determines the situation is under control
- Clear bystanders and encourage students to “go about their business” and not get involved
- Intervene to defuse the situation to the extent possible without threatening your safety or the safety of your staff
- The administrator will inform the Superintendents’ Office as soon as possible

### Fire on School Grounds

If a fire starts anywhere on the school campus:

1. The person discovering a fire or smoky area within the school perimeter will contact the office immediately
2. The principal or designee will sound the fire alarm immediately. In the case of electrical failure, the principal or designee will disperse a team to make the fire announcement.
3. Students and staff will evacuate the building in accordance with the fire evacuation route posted in each room
4. Teachers must take emergency folder and first aid kit when evacuating
5. Turn off lights and overheads when leaving room
6. Close all doors upon exiting room or building
7. Implement “Buddy System” to handle any injuries (teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes)
8. Use emergency folder contents to:
9. Take roll.
10. Complete attendance count form.
11. Send attendance count form to assembly captains.
12. Report to duty stations.
13. The administrator will inform the Superintendents’ Office as soon as possible.

### **Dispatch Numbers:**

La Habra City Police Department - (562) 383-4300

Los Angeles County Fire Department - (562) 868-0411

Dial 911 in case of an emergency

### Fire in Surrounding Area

This procedure addresses the situation when a fire is discovered in an area adjoining the school. Decisions should be made based on the size and location of the fire, proximity to the school and how likely the fire will affect the school.

1. Principal/Designee will initiate appropriate response action, lockdown, evacuation or off-site evacuation.
2. Principal/Designee will notify police – 911
3. If Evacuation:
4. Students and staff will evacuate the building in accordance with the fire evacuation route posted in each room.
5. Teachers must take emergency folder and first aid kit when evacuating.
6. Turn off lights and overhead projectors when leaving the room.
7. Close all doors upon exiting room or building.
8. Implement “Buddy System” to handle any injuries (teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes).
9. Take roll at the assembly area, report information to assembly captains, and report to duty stations.
10. The administrator will inform the Superintendents’ Office as soon as possible.

### Air Quality

If the air quality is poor due to smoke, dust or ash particles in the air, then the principal or site administrator may decide to limit physical activity for the period of poor air quality.

## Flooding

This procedure applies whenever stormwater or other sources of water intrude or threaten to intrude school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare.

Alternatively, flooding may also occur without warning as a result of damage to water distribution systems.

- The principal or designee will initiate appropriate immediate response actions;
- LOCKDOWN, EVACUATE, or OFF-SITE EVACUATION
- The principal or designee will notify 911
- Principal or designee will notify the Superintendent's Office

### Food or Water Contamination

This procedure should be followed if site personnel suspect contamination of either food or water. It 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 or water contamination.

Indicators may include unusual odor, color, taste, or multiple employees experiencing nausea, vomiting or other illness.

The principal or their designee will:

- Isolate suspected contaminated food/water and restrict access to the area
- Notify 911
- Notify the Superintendent's Office
- Will cooperate with the Orange County Public Health Department
- Notify parents of affected students

The Faculty will:

- Make a list of all potentially affected students and staff
- Make a log of symptoms, the suspicious food/water, quality and character of products

Medical first responders will assess the need for medical aid.

## Hostage Situation

Remember Time is on your side!

If the entire classroom is taken hostage:

### Do

- Stay calm
- Obey suspect's commands
- Be passive
- Try to calm suspect and listen to complaints or demands
- Keep students calm and don't allow them to agitate the suspect
- Ask permission of suspect at all times

### Don't

- Try to be a hero
- Challenge the hostage taker
- Confront the hostage taker
- Argue or fight
- Use words "hostage, captive or negotiate"

KEEP ALL RADIOS, TV'S AND COMPUTERS TURNED OFF. If possible and without increasing risk to you, minimize any possibility that the suspect can hear or see NEWS REPORTS.

Be calm and patient and wait for help. Keep in mind the average hostage incident lasts approximately six to eight hours.

**TIME IS ON YOUR SIDE!**

### Intruder(s) on Campus

A campus intruder is anyone who loiters or creates disturbances on school property.

#### Daily routine:

- It is important to maintain a closed campus requiring all visitors to register at the office
- Visitors must receive a badge that identifies them as having registered
- Staff must address ALL individuals found on campus who have not obtained the appropriate visitor badge, as safety permits, and direct them to the school office

#### In the case of a disturbance:

- Staff should contact the school office and give the location of the suspected intruder
- Depending upon the circumstances, lockdown procedures may be implemented
- Wait for instruction from the administrator
- During the lockdown, if you see the intruder, contact the office and give the location immediately
- The principal or the school administrator will call 911 if required
- After the lockdown, take roll and notify school administration of any missing students
- Limit phone and radio traffic to emergency use
- The administrator will notify the Superintendent's Office if needed
- Remain on lockdown mode until released by law enforcement

## Site Initiated Lockdown

Public Address notification: ***This is a lockdown; this is not a drill.***

If INSIDE a building:

1. Lock your door immediately upon notification of lockdown.
2. DO NOT LET ANYONE IN YOUR ROOM AFTER YOU HAVE LOCKED THE DOOR.
3. Close drapes, blinds or other window coverings that may exist.
4. Direct students to sit on the floor, as low as possible being as quiet as possible.
5. Take roll and make a list of missing students.
6. Remain inside of classroom or building and DO NOT let anyone out until an administrator has given an all-clear announcement

If OUTSIDE a building:

1. Immediately report to your room bringing all students in the area into your room even if the student is not on your roll.
2. LOCK YOUR DOOR IMMEDIATELY UPON NOTIFICATION OF LOCKDOWN.
3. DO NOT LET ANYONE IN YOUR ROOM AFTER YOU HAVE LOCKED THE DOOR.
4. Close drapes, blinds or other window coverings that may exist.
5. Direct students to sit on the floor, as low as possible being as quiet as possible.
6. Take roll and make a list of missing students.
7. Remain inside of classroom or building and DO NOT let anyone out until an administrator has given an all-clear announcement

Students and staff caught outside during a lockdown:

1. Individuals who are found outside of a secure building during a lockdown should look for an open room.
2. If you become aware of staff or student locked outside of classrooms inform the office immediately.
3. In the event that a secure classroom cannot be located, students should seek cover in a restroom.



### La Habra Police Department Initiated Lockdown

The La Habra Police Department is charged with ensuring public safety in a manner that facilitates a swift and positive resolution while minimizing the impact on the community and affected schools. In an effort to ensure a proper response to incidents that can potentially impact schools within the city, the La Habra Police Department is working with other local law enforcement agencies and schools to establish a uniform response plan. As such, a 3-level lockdown procedure has been established in order to ensure the safety of students and staff, as well as ensuring that there is minimal (yet still safe) impact on the learning environment.

#### Notification procedures:

Nothing in this procedure is intended to limit the school's ability to implement a lockdown on their own. However, in instances where the police department is requesting the school implement a Level 1, 2, or 3 lockdowns, the La Habra Police Department personnel will notify the school's principal (or their designee) via telephone. That notification may be requested by the Incident Commander (Field Supervisor or their designee) or the School Resource Officer and will typically be made by communications (Dispatch) personnel.

#### Levels of a lockdown:

This procedure involves three (3) different levels, based on the severity of the incident, taking into account the following information:

- Nature of the incident at hand
- Nature of any suspect(s) involved (including known criminal history, crime alleged, weapons, gang affiliation, threats made, etc.)
- Proximity to the affected school

*In any of the lockdown levels, it is imperative that school staff follow all campus safety protocols (which should be known and familiar to them via their administrations). Regular practice drills are strongly suggested. Staff should also be reminded to maintain a calm, yet assertive demeanor, as this greatly influences the students' response to the direction they receive.*

*It is critical that staff members be adaptable to take the necessary means (using their training, knowledge of policies, and common sense) to safely resolve a situation at hand.*

**LEVEL 1:   “ALERT” - (Yellow)**

Level 1 lockdowns will result in the affected school securing its perimeter gates, if applicable, and restricting access on and off campus. This is the least restrictive level in terms of impact to the affected school site. In most instances, students will not be aware of an “ALERT” status, as classes will continue as normal. Campus supervisors and administrators should take steps to have a visual presence on campus to ensure the safety of their school.

Example: The police department would notify the affected school that they are conducting police activity (i.e., search/arrest warrant, or some other police activity) in the general vicinity of the school, but they do not expect it to affect school operations

**LEVEL 2:   “CAUTION” - (Orange)**

Level 2 lockdowns are more restrictive and will result in students being kept inside classrooms, with unsupervised movement on campus prohibited. School staff will conduct thorough site patrols to ensure all students are in a classroom.

- Example: A police pursuit terminated near the affected school and police are searching the general area for the suspect; there is no additional information to believe that the suspect is armed or dangerous
- Example: This level of lockdown is typically used for instances in which there is police activity near the school, but generally not directly affecting the campus
- A student who is not in a classroom (i.e., in a hallway, quad area, etc.) at the time the level 2 lockdown is implemented should be directed to the nearest classroom and accounted for by staff
- Once safely inside and accounted for, the student can then be escorted by staff back to ensure safe arrival to his/her designated class/teacher
- Supervised student movement can be allowed in cases of need (i.e., bathroom necessities), but should be conducted on a case-by-case need and assessment
- Generally, classroom instruction should continue as usual
- In summary, a Level 2 lockdown allows for the continuance of normal “inside classroom” activities; however, unsupervised student movement on the campus should not occur
- Any outdoor activities (i.e., PE classes, should be directed into a structure, such as the gym or classroom) until the level 2 lockdown is lifted

LEVEL 3: “EMERGENCY” - (Red)

Level 3 lockdowns will be initiated when the incident poses a significant threat to the safety of the students at the affected school site and will result in the most substantial steps being taken by the school and the police department to maximize the safety of students and staff. In the event of a Level 3 lockdown, all student and staff movement should cease, and staff should ensure that students shelter in place and that the school’s lockdown measures are implemented:

- Students should take positions of safety within classrooms
- All known students shall immediately be brought into the nearest classroom and accounted for
- Lock and secure classroom doors and remain inside
- Close any shades, drapes or blinds and keep students away from windows
- Keep students calm and quiet (**your demeanor has a direct impact on student demeanor**)
- Turn off lights and cover windows, if possible
- Have students sit on the floor or remain under desks and tables
- For rooms that have doors that open inward, consider placing furniture in front of doors to block access
- Remember lessons from “RUN, HIDE, FIGHT” philosophy (if this training was provided to you)
- MENTALLY PREPARE YOURSELF TO TAKE NECESSARY ACTION – should the situation call for it
- Take roll and notify the office of any students from other classrooms
- Follow specific campus safety protocols
- Wait for further instructions from school administrators

Example: This level of lockdown will be used for the most severe types of incidents where it is believed that there is an imminent threat to students and staff. Examples would include an active shooter, armed intruder on campus, or other incident that necessitates the immediate lockdown of the school site.

#### Deployment of officers to affected schools:

In the event of a Level 2 or Level 3 lockdown, and depending upon available officers, the La Habra Police Department will make every effort to have a School Resource Officer (SRO), or other designated officer, respond to the campus to meet with school administrators, ensure the safety of students, and facilitate the orderly operation of the lockdown from initiation to conclusion. The responsibilities of the assigned officer include but are not limited to:

- Direct interaction with the principal or designated staff member
- Direct communication with the Incident Commander
- Relaying critical information which directly impacts the school
- Planning and coordination of school evacuations, if necessary
- Planning and coordination of dismissal of students to parents/guardians
- Traffic staging and management (i.e., parents, buses, etc.)
- Notification of principal or designee upon resolution of the incident
- Contingency planning with school staff in the event that the incident escalates, is prolonged, or directly involves the campus
- Determination of the need for additional resources (i.e., additional officers, SWAT, medical, bomb squad, etc.) and requests through the Incident Commander

#### Communications center responsibilities:

In the event of a lockdown, police department personnel shall notify the affected school as soon as possible and advise them of the lockdown level. In the event of a Level 2 or 3 lockdowns, communications personnel will make every attempt, based on available resources, to have an officer deployed to the affected school, with School Resource Officers (SRO's) being the preferred option.

#### Determination of need for lockdown:

The determination for the need to institute a school lockdown in most cases will be the responsibility of the Incident Commander or highest ranking officer on scene (generally the Field Sergeant or Corporal) but can be made by any officer who believes that current circumstances dictate the need for such lockdown. In the event that a school lockdown becomes necessary, the affected school(s) should be notified as soon as possible via telephone to the school office. This notification should be made through the police department's communication center. The caller should obtain and provide the following information when feasible:

- Name of the school staff member being contacted
- Advise the school of the necessary lockdown and level
- Provide basic information regarding the need for the lockdown (including police activity, if possible)
- Estimated duration, if that can be forecasted
- Obtain the name of the school's point of contact, in the event an officer needs to respond (this should include contact numbers, including cell phone number and is typically the principal)
- Provide a number for the school to call back (in a Level 3 lockdown, Dispatch may be too busy to field additional calls and consideration may be given to using desk personnel, or other personnel as decided upon by the Watch Commander or his/her designee)

#### Notification of affected police department personnel:

A school lockdown has the potential to impact operations of the entire affected school district, as well as the police department and other city services. For this reason, it is essential that proper notification is made to affected personnel. Typically, notifications will be made by the on-duty Watch Commander, but may be made by the Communications Bureau in the event that the Watch Commander is unavailable or at his/her request:

- Field personnel should notify (or have Dispatch notify) the Watch Commander should a school lockdown be implemented
- The Watch Commander or his/her designee should notify the Chief of Police and Command Staff regarding school lockdowns
- The Chief of Police (or his designee) will be responsible for making notifications to the affected school district's superintendent
- The Chief of Police (or his designee) will be responsible for making any department level notifications (City Manager, City Council, etc.)
- The Watch Commander or Dispatch should notify the department's Public Information Officer (PIO) who will coordinate with the school district's PIO

Notification of affected school district personnel:

Schools should establish protocols for making necessary notifications in the event of a school lockdown. These notifications take into account the need to notify the following:

- School district personnel
- School administrators and faculty
- Students
- Parents of students

School district personnel:

Because a school lockdown has the potential to create widespread concern within the community, it is essential that administrators of the affected school have a plan in place to notify their respective school district offices. School districts should establish notification guidelines and responsibilities as necessary to accomplish this task.

School administrators and school personnel:

Schools should ensure that in the event of a lockdown, they have procedures in place to make necessary notifications to all administrators, as well as affected staff members, in order to ensure a safe environment for all involved:

- Schools may consider utilizing public address systems to make notifications (keep in mind that if you announce a lockdown over a PA system, you may cause unnecessary alarm for students)
- During Level 2 or 3 lockdowns, the school office, including the attendance office will be inundated with phone calls and may want to consider utilizing computers (mass emailing updates to staff) in lieu of telephones
- During Level 2 or 3 lockdowns, student accountability is important and schools are encouraged to develop a plan by which staff can utilize computers to notify the attendance office of any additional students that may have sought shelter in their classrooms (this frees up telephone communication for emergency calls and provides an electronic copy of attendance records, which is important because, during chaotic situations, information may not get relayed accurately over the telephone)

Important Note:

Schools may want to consider a secondary location for operations, in the event that the school office becomes inaccessible. That secondary location should have the necessary equipment, including computers, phones, contact information, and phone numbers.

Students:

Schools should rehearse lockdown drills with their students to ensure that in the event of an actual lockdown, students understand the procedures. Additionally, since it has been proven that students will inevitably use cellular devices to communicate with parents and friends about the events occurring, it is suggested that schools use this effective device to their advantage by encouraging students to notify their parents that they are “OK” and providing updated information to parents about evacuations and student pick up areas.

By encouraging students to text their parents with updated information, schools have a better chance of reducing potential panic by controlling or dictating the message being disseminated.

Consideration should be given to having the responsible staff member (teacher) orchestrate a text from their students to the parents. For example:

The teacher can instruct his/her class: “Students, get out your cell phones and, together, we are going to put them on the ‘silent function.’ Now, I want you to type the following message to your parents, ‘Mom/Dad...I AM OK and SAFE, but the school is in lockdown. Do not respond to the school. They will not let you in until it is done. I AM OK. Either I or the SCHOOL will let you know when it is over.’”

Parents:

In the event of a school lockdown, parents will be understandably upset and concerned about the safety of their students. This leads to a potentially overwhelming burden on office personnel tasked with monitoring telephones. In order to reduce this burden, schools should develop or incorporate a method of electronic or cellular notification to parents. Commonly known as a “reverse phone system,” schools can send out mass phone messages, texts or emails, alerting parents to the fact that there is a lockdown in place and provide updates. Consideration should be given to send similar language as cited in the previous section concerning students sending texts.

Some school districts and cities utilize social media, such as Twitter and Facebook, as an additional means of providing information in times of crisis. Whichever method schools choose, certain basic information should be provided in a timely manner and schools should designate several staff members to be responsible for the dissemination of this information:

- School(s) that are affected
- Alternate pick-up sites for parents to respond in order to retrieve their student(s)
- Timely updates regarding the school lockdown
- Reassuring parents that their students are safe and giving updates as necessary

Important Note:

The school should designate a staff member with the responsibility for disseminating information. The Administrator or designee needs to approve the released information. This ensures that the most accurate and up-to-date information is being released and does not jeopardize safety or

facility security, or create additional burdens for the school or law enforcement. Schools may want to consider creating a form for such releases, which include the message, signature of the person authorizing the release, and the time and methods in which the message was disseminated.



### Loss or Failure of Utilities

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

- If water or an electrical line is broken, an effort should be made to turn off the water or power to the affected area and notify the school administrator immediately
- Upon notice of loss of utilities, the school administrator will initiate appropriate immediate response actions, which may include LOCKDOWN or EVACUATE BUILDING(S)
- The school administrator will notify the Maintenance and Operations Department and will provide the location and nature of the emergency
- The school administrator will notify the superintendent of the loss of utility service
- If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion

### Motor Vehicle Crash

If an accident, such as a motor vehicle collision occurs on or near campus, or if a student or staff member is seriously injured on campus:

- Principal or designee will call 911
- Principal or designee will contact the school office to report the incident and any persons injured or trapped
- If NO buildings are in immediate danger, staff will instruct students to stay in their classrooms
- If buildings are damaged, staff will evacuate everyone from the building as appropriate
- Employees will maintain control of students and take roll
- If evacuated, wait for instructions from the administrator

### Plane Crash

If an accident, such as a plane crash happens on or near campus, or if a student or staff member is seriously injured on campus:

- Principal or designee will contact the school office to report the incident and any persons injured or trapped
- If NO buildings are in immediate danger, staff will instruct students to stay in their classrooms
- If buildings are damaged, staff will evacuate all students and staff from the building as appropriate
- Employees will maintain control of students and take roll
- If evacuated, wait for instructions from the administrator

### Helicopter Landing

On occasions, law enforcement or an air ambulance is required to land on a school campus. In the event that a school is to be used as a landing zone in an emergency the principal or designee should:

- Contact the School Resource Officer to assist in the coordination of events between law enforcement and the school office
- Notify all staff of the pending landing
- Initiate a “Lockdown” restricting all students to their classrooms, canceling or postponing lunch and/or recess until the helicopter has departed from the campus
- Notify the District Office and keep them updated on the circumstances

## Severe Heat Advisory

In cases of an extreme temperature advisory, the following guidelines should be followed:

- Outdoor activities by students and staff shall be modified to prevent heat stroke or heat exhaustion during hot weather.
- When temperatures are 80 to 90 degrees Fahrenheit, the following precautions **shall be taken**:
  - Allow unrestricted access to water.
  - Provide adequate time (at least ten minutes per hour) for rest and cooling.
  - Carefully watch those athletes/students with a tendency toward obesity and those with a history of heat-related illness, for signs of hyperthermia.
  - During periods of moderate to high humidity, avoid prolonged vigorous activity.
- When temperatures are 90 to 100° Fahrenheit, the following precautions shall be taken:
  - Avoid any prolonged vigorous activity, regardless of humidity level.
- When temperatures are above **100° Fahrenheit**, the following precautions **shall be taken**:
  - All vigorous outdoor activity is to be avoided.
  - Limit outdoor activities to short periods of time.
  - Allow unrestricted access to water, even indoors.
  - Carefully watch those athletes and students with a tendency toward obesity for signs of hyperthermia.
  - Students with a history of heat-related illness shall remain indoors.
  - Limit athletic practices to short, non-vigorous workouts.

## Psychological Trauma

Crisis management at LHCSD specifies action during and subsequent to any emergency that may have a psychological impact on students and staff such as an act of violence; death of a student or staff member; an earthquake or other natural disasters; or a serious environmental problem. Emergencies like those described above usually produce one or more of the following conditions:

- The school administrator will establish a Crisis Intervention Response Team (CIRT) which has primary responsibility for providing necessary assistance after all types of crises
- CIRT will assess the range of crisis intervention services needed during and following an emergency
- CIRT will provide direct intervention service
- CIRT will advise and assist the school administration to restore regular functions as efficiently and quickly as possible
- In performing their duties, CIRT members will limit exposure to scenes of trauma, injury, and death
- CIRT will provide ongoing assessment of needs and follow-up services as required
- CIRT should be provided areas away from the incident

## School Safety Practices, Policies, and Procedures

### Child Abuse Reporting

All employees of LHCSD are mandated reporters and are obligated to report any incidents of suspected child abuse to the appropriate agency.

**Child Abuse Reporting – Call 714-940-1000 or 800-207-4464 (24-hour hotline)**

In any investigation of suspected child abuse or neglect, all persons participating in the investigation of the case shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child victim.

### Bullying Prevention

The District believes every child is entitled to a safe school environment free from discrimination and bullying. Consistent with state and federal law, the District prohibits bullying and discrimination and provides a timely and effective complaint procedure for pupils who believe they have been the victim of bullying or discrimination.

The District also is mindful that, at times, behavior that is rude or insensitive may be constitutionally protected in the context of a public school environment. Such conduct can best be combated and prevented with effective strategies that involve pupils, parents and school employees in collaborative efforts to teach tolerance and ensure equal educational opportunities for all.

This policy applies to all of the District's students. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the La Habra City School District. (Educ. Code 234.1 (a).)

If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so. (Educ. Code 234.1(b)(1).)

### **Reports**

Any employee who has knowledge of discrimination, harassment, intimidation or bullying shall inform the site administrator of the concern as soon as possible.

The site administrator shall notify the District's Nondiscrimination Officer within 24 hours.

Students who have knowledge of discrimination, harassment, intimidation or bullying are encouraged to inform a teacher or school administrator as soon as possible.

Students and parents may make such complaints anonymously by calling the Nondiscrimination Officer at the number below. Anonymous reports must provide sufficient corroborating evidence to justify the commencement of an investigation.

Because of the inability of investigators to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated.

Formal complaints regarding violations of this policy shall be made pursuant to the district's Uniform Complaint Procedure, Board Policy/Administrative Regulation 1312.3.

The District's Nondiscrimination Officer is: Mario Carlos, Ed.D. – (562) 690-2302

## Dress Code

The following should NOT be worn at school:

- Hats, caps or head covering other than for religious or medical reasons
- Halter tops, low tops, tank tops, bare midriff tops (all tops must completely cover midriff)
- Cutoffs, extremely short skirts/shorts (underwear should be covered by clothing)
- Clothing with unpatched holes, tears, unhemmed bottoms or slit cuffs
- Clothing that advertises such substances such as alcohol, cigarettes, drugs or utilizes double play on words, obscenities, profanity, or is suggestive in any way or may be deemed offensive by anyone
- Open toe shoes or shoes without backs
- Clothing that depicts illegal actions such as spray painting or use of firearms
- Hairstyles or colors which distract students from learning or present a safety hazard, such as hair that has been colored in shades which are loud and distracting (i.e., purple, green, pink, etc.)
- Hair which has been cut to, or grown to, styles or lengths resulting in distraction or safety hazard (i.e., Mohawks, faux hawks), hair with shaved designs (i.e., symbols, words)
- Jewelry which poses a threat to the health and safety of students or which by its size or appearance is distracting in the learning environment (i.e., jewelry with sharp edges or which is so long or dangling as to pose a safety hazard)
- There is no visible “body piercing” allowed, and it is preferred boys do not wear earrings and all students K-6 not to wear make-up or artificial nails

### Additional Dress Standards:

The following attire is NOT to be worn at school:

- Insignias and logos of non-school sponsored organizations that may be associated with inappropriate activities
- Hooded sweatshirts and jackets must be worn with hoods down
- Belt buckles, jewelry, bandanas, stocking caps, hair nets, rags, gloves, biker wallets or other decorations with initials, inappropriate symbols or signs
- Any pants/shorts that are oversized and inappropriate for the wearer (all pants must fit and be worn at waist level)
- Tattoos may not be visible
- Any shirt with long sleeves which is dramatically oversized and inappropriate for the wearer, any oversized tee shirt, sweatshirt or polo shirt which has been modified with the addition of ironed-on creases or pleats on the front or back; net shirts
- Any clothing directly related to negative and/or inappropriate cultures

The Principal will handle decisions regarding the appropriateness of clothing. In the event there is a concern regarding clothes or appearance, parents may call the school or the school will contact the parents.

## Attendance/SARB Policy

Unexcused Absences	Excused Absences
<p>3<sup>rd</sup> unexcused/unverified/tardy</p> <p>Notify site administrator.</p> <p>Send 1<sup>st</sup> unexcused SARB letter to parents indicating student is truant.</p> <p>Send log to CWA monthly.</p>	<p>3<sup>rd</sup> excused absence</p> <p>Monitor absences and document how the absence was verified and why. Determine if a health issue exists.</p> <p>Monitor patterns: Monday/Friday or certain days.</p>
<p>6<sup>th</sup> unexcused/unverified/tardy</p> <p>Notify site administrator.</p> <p>Send 2<sup>nd</sup> unexcused SARB letter to parents and log to CWA.</p> <p>Site administration will schedule a Group Attendance Intervention Meeting (GAIM) with parents(s) to resolve attendance issue.</p> <p>Parents sign the pre-SARB contract.</p>	<p>6<sup>th</sup> excused absence</p> <p>Continue to monitor absence.</p> <p>Determine if a health issue exists.</p> <p>Determine if excessive absences notice should be sent when not related to health issue.</p> <p>Excused letter #1.</p>
<p>9<sup>th</sup> unexcused/unverified/tardy</p> <p>Notify site administrator.</p> <p>Submit home visit request form to CWA.</p> <p>Principal or designee meets with student and parents to discuss absence.</p>	<p>9<sup>th</sup> excused absence</p> <p>Conduct a 1<sup>st</sup> attendance RtI to address impact absences are having on educational performance and develop a plan for improvement.</p>
<p>12<sup>th</sup> unexcused/unverified/tardy</p> <p>CWA office will send out 3<sup>rd</sup> SARB truancy letter.</p>	<p>12<sup>th</sup> excused absence</p> <p>Excused letter #2.</p>
<p>15<sup>th</sup> unexcused/unverified/tardy</p> <p>Notify site administrator to submit a referral to SARB.</p> <p>CWA will send SARB letter to parent for a mandatory meeting.</p>	<p>15<sup>th</sup> or more excused absences</p> <p>Conduct 2<sup>nd</sup> attendance RtI meeting.</p> <p>Team determines if SARB is appropriate.</p>



SARB panel will review documentation and make recommendations.	
<p>If truancy continues, CWA will schedule 2<sup>nd</sup> SARB meeting for further interventions.</p> <p>CWA will refer parents to the District Attorney meetings.</p>	<p>If absences continue, parent will be referred to SARB. Panel will determine plan of action: Social Services, La Habra Police Department, District Attorney Meetings, and Family Counseling, etc.</p>

## Visitor/Volunteer Policy

### Classroom Visitation

La Habra City School District believes that parents are important partners in the success of our school program and welcomes parents and professionals to visit our school sites. In the effort to maintain the integrity of instruction, ensure student confidentiality, maintain a safe school environment and minimize disruption of the instructional process, LHCS D has developed visitation guidelines which are available in the school office. Please check-in at the office for an I.D. badge before going to the classroom.

### Purpose of the LHCS D School Volunteer program:

The purpose of the LHCS D School Volunteer Program is to enhance student achievement by engaging and leveraging the rich talents and expertise of our local school communities.

### School volunteers:

- Reinforce classroom learning by assisting teachers in classrooms with non-instructional tasks
- Support school personnel in the effective operation of schools
- Promote positive partnerships between the home, schools and the community
- Serve as positive role models for students by helping students develop a more positive attitude about themselves, schools and communities

### Volunteer Application Process

Individuals are not allowed to begin a volunteer school assignment until the following are completed:

- Volunteer Application Form
- Criminal History Declaration Form
- Expectation and Requirement Form
- Volunteers serving at more than one LHCSd school must have a completed application for each school/office on file.
- Volunteers serving less than 16 hours per week at a site do not need fingerprinting clearance but need to be checked against the Megan's Law website.
- Student Teachers and School Counseling Interns shall be referred directly to the District's Human Resources Department at ext. 80103.

### Health and Safety

Tuberculosis Clearance: Tuberculosis (TB) clearance must be presented to school personnel as part of the application process. All TB clearances must be within the last four years prior to the individual starting volunteer service. TB clearances that are older than four years from the time the volunteer application is submitted will not be accepted. ***TB clearance is the responsibility of the volunteer.***

Sex Offender Statement and Megan's Law: The school principal or an acceptable designee must check all volunteer applicants against the California Megan's Law online database for sex offender clearance at <http://www.meganslaw.ca.gov/>. Any volunteer applicant whose name appears on the Megan's Law list and is required to register as a sex offender is prohibited from serving as a school volunteer in any capacity including individuals participating in one-time activities.

### **Required for persons volunteering for more than 16 hours per week:**

- Fingerprinting (Background Clearance): Fingerprinting by the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) is required prior to the school's submission of the individual's application.
- Fingerprinting must be conducted through LHCSd. Schools with volunteer applicants requiring fingerprinting must contact Classified Personnel at ext. 80302.
- LHCSd employees desiring to participate in a school volunteer program do not have to resubmit a Fingerprinting Application; however, LHCSd employees must complete a volunteer application.

### Exceptions

Volunteer Applications NOT required but verification on Megan's Law website required for the following individuals:

- Parents observing their child's classroom and who remain under the direct supervision of an administrator or designee at all times
- Individuals participating in one-time activities where there is limited contact with students or staff and supervision is provided by a certificated District employee.

Examples include:

- Chaperoning dances or one-day field trips (under 16 hours in duration)
- Providing clerical functions that do not involve access to confidential documents or information
- Guest speaking engagements
- Job-shadowing events from local universities (less than 16 hours in duration)
- Field Day

School volunteers, like all campus guests, are required to sign in at the school office upon entering the school premises and sign out when they exit the campus.

## **Additional Policies and Regulations Related to Student Safety**

Please see Board Policies and Administrative Regulations for more information about the following:

**Bomb Threats** AR 3516.2

**Bullying** BP 5131.2

**Child Abuse Prevention and Reporting** BP 5141.4/AR 5141.4

**Comprehensive Safety Plan** BP 0450/AR 0450

**Discipline** BP 5144/AR 5144

**Disruptions** BP 3515.2/AR 3515.2

**Dress and Grooming** BP 5132/AR 5132

**Earthquake Emergency Procedure System** AR 3516.3

**Fire Drills and Fires** AR 3516.1

**Gangs** BP 5136

**Hate-Motivated Behavior** BP 5145.9

**Nondiscrimination/Harassment** BP 5145.3/AR 5145.3

**Student Disturbances** BP 5131.4/AR 5131.4

**Search and Seizure** BP 5145.12/AR 5145.12

**Sexual Harassment** BP 5145.7/AR 5145.7

**Suspension and Expulsion/Due Process** BP 5144.1/AR 5144.1

**Suspension and Expulsion/Due Process (Students with Disabilities)** AR 5144.2

**Transportation Safety and Emergencies** AR 3543

**Vistors/Outsiders** BP 1250

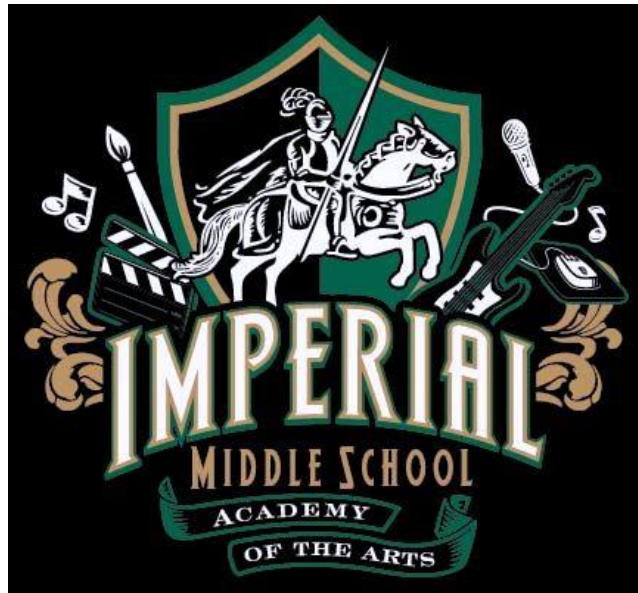
**Weapons and Dangerous Instruments** BP 5131.7/AR 5131.7

**Student Handbook:** A copy of Walnut STEAM Academy's student handbook is available in the school office and on our website.

# La Habra City School District

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**Imperial Middle School  
1450 Schoolwood Drive  
La Habra, CA 90631  
562-690-2344**



## **COMPREHENSIVE SAFE SCHOOL PLAN 2021-2022**

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**Introduction**

Imperial Middle School has a responsibility to provide for the safety of all students and staff in an emergency. An emergency or crisis may affect a single classroom, a building, or the entire school. The plans and procedures found in this Comprehensive Safety Plan provide teachers with a quick review of the steps to take in the event of an emergency on campus.

Safety drills for earthquakes, fires, and other disasters are held regularly to assure the safety of all students. Our school conducts monthly fire and earthquake drills. Lockdown drills are routinely performed. Each teacher reviews emergency procedures with students in order for our pupils to be well prepared. Our team regularly reviews and modifies adaptations to emergency procedures for students with disabilities. These adaptations are communicated with support personnel and practiced in conjunction with school-wide drills.

In the event of an actual disaster, children will remain in the protective custody of school personnel. An emergency card is on file to ensure that students are released to authorized adults. The school is equipped with food, water, and first aid kits. It is essential for parents to keep emergency names and phone numbers up to date at all times.

## **I. The Comprehensive School Safety Plan Overview**

The Comprehensive School Safety Plan (CSSP) is required by Education Code (32282-32289). It is to be reviewed and updated annually by March 1 and submitted for approval to the School Site Council as well as to the District's governing board. The contents of the CSSP should include information assessing the status of school crimes committed on school campuses and at school-related functions, strategies, and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on policies, or procedures, and how you may become involved with school safety programs, please contact:

Cathy Seighman, Principal  
Imperial Middle School  
1450 Schoolwood Drive  
La Habra, CA 90631  
(562) 690-2344  
[cseighman@lahabraschools.org](mailto:cseighman@lahabraschools.org)

Prepared by:

Safety Planning Committee  
School Site Council

- The Comprehensive Safe School Plan was presented at School Site Council on March 1, 2022.
- The Comprehensive Safe School Plan was presented to the public on March 10, 2022.

A copy of the CCSSP is available for review at the Imperial Middle School office and at the La Habra City School District Office. In addition, the CSSP is available on the District website at [www.lahabraschools.org](http://www.lahabraschools.org).

## II. General School Information

### A. School Profile

Imperial Middle School is located in the city of La Habra and serves approximately 450 students in grades 6 - 8. Imperial is an authorized International Baccalaureate Middle Years Program World School. We offer a comprehensive curriculum with opportunities for students to participate in the Visual and Performing Arts

### B. Safe School Mission

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention with emphasis on high expectations for student conduct, responsible behavior, and a respect for others.

### C. School Safety Committee Membership

Imperial Middle School – School Safety Committee 2021-2022	
Name	Title
Cathy Seighman	Principal
Erika Lopez	Assistant Principal
Dan Martin	School Psychologist
Jessica Stout	Teacher
Jennifer Hurtado	Community Liaison
Heidi Quirk	Counselor
Carla Kovach	Educational Assistant

**D. School Site Council Membership**

Education Code Section 35294.2(e) requires that the Comprehensive School Safety Plan be reviewed and updated annually by the School Site Council.

The School Site Council for Imperial Middle School during the 2021-2022 school year is comprised of the following individuals:

<b>Imperial Middle School – School Site Council 2021-2022</b>	
<b>Name</b>	<b>Title</b>
Cathy Seighman	Principal
Kim Johnson	Teacher
Gerardo Carvajal	Teacher
Jessica Sout-Ryder	Teacher
Carole Mortl	Teacher
Jennifer Hurtado	Teacher
Gloria Campana	Parent
June Pulido	Parent
Carlos Porras	Parent
Abel Salazar	Student
Emily Lopez	Student
Jazzlyn De Jesus	Student

### III. Safe School Reports

#### A. School Crime Status

Imperial Middle School does not experience high incidents of crime on campus or during school-related functions.

2020-2021 Summary Data	
Total Suspensions	0
Total Expulsions	0

*This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled.*

#### B. Safe School Assessment Resources

The following resources were analyzed to develop an understanding of current conditions on school safety and standard practices, in addition to developing a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- Parent Surveys
- Student Engagement Survey
- Organization and Planning Survey
- Facilities Inspection Tool

#### **IV. Emergency Response Teams and Support Personnel**

##### **A. Administration**

- Principal: Cathy Seighman
- MTSS TOSA: Tanya Beck
- School Psychologist: Dan Martin
- Assembly Area Captain: Erika Lopez
- Team Leader #1: Christie Cosand
- Team Leader #2: Sediqa Nazari
- Team Leader #3: Dave Worden
- Office Manager: Anna Ruiz

##### **B. Command Center**

- Principal: Cathy Seighman
- Assistant Principal: Erika Lopez
- School Office Manager: Anna Ruiz
- School Resource Officer: Nicole Boss

##### **Duties:**

###### **Principal will:**

1. Assist in the flow of communication
2. Assist in the dispersal of students
3. Direct operations and governance
4. Request and/or receive reports from staff members

###### **Office Manager will:**

1. Develop a resource log
2. Record the time of all requests of resources, (i.e., fire department, police department, etc.), in the resource log
3. Record times of arrival for all support personnel in the resource log
4. Record other major incidents that take place, such as orders from the La Habra Police Department for lockdown, evacuation, or all clear

###### **Equipment/Supplies:**

- Digital two-way radio
- Emergency microphone/megaphone system
- Clipboard, notepad, writing utensil

###### **Location of Command Center:**

- Blacktop area between locker rooms and grass

**C. Assembly Area Team**

## Team Leaders:

Christie Cosand - Teacher

Team Members – Kim Johnson

Sediqa Nazari – Teacher

Team Members – Allison Cabibi

Dave Worden – Teacher

Team Members – Gerardo Carvajal

## Duties:

## Team Leaders will:

1. Collect student accountability forms and roll sheets
2. Inform administration of any issues specific to their team

## Assembly Team Members will:

1. Organize and supervise students assigned to them
2. Take attendance and complete student accountability forms
3. Coordinate with EOC regarding student release procedures
4. Maintain calm climate
5. Distribute food, water, and emergency supplies as needed
6. Administer first aid as needed

## Equipment/Supplies:

- Attendance rosters
- Pencils
- Student accountability forms
- Family emergency plan checklist
- Classroom first aid kit

## Location:

- Field-Grass Area
  - Students will stand in line according to TLC number

**D. Assembly Area Captain**

Erika Lopez – Assistant Principal  
Dan Martin – Psychologist  
Heidi Quirk – Counselor  
Carla Kovack – Educational Assistant

**Duties:**

Assembly Area Captain will:

1. Take a leadership role in the absence of the principal
2. Take class attendance, move to the front of the assembly area
3. Receive classroom attendance count from assembly team
4. Report attendance count to the command center
5. Oversee assembly area
6. Assist with first aid in assembly area as needed

**Equipment/Supplies:**

- Clipboards
- Pencils
- Area class rosters/attendance
- Safety vest
- Two-way radio



**E. First Aid Team**

Cindy Long – Licensed Vocational Nurses

Heidi Bell/Sandra Flores/Bobby Sykes/Csilla Koppany/Jessica Stout – Teachers

Shelby Jones /Allison Goettman – Support Staff

Duties:

The First Aid Team will:

1. Administer first aid and record information of injury(s) and treatment
2. Prepare first aid supplies at the request of the command center
3. Administer first aid and record information of the extent of injuries
4. Receive information from the search and rescue teams
5. Maintain a first aid log of injuries that have been reported by search and rescue
6. Determine the need for additional medical assistance
7. Dispatch personnel to other areas as needed

Equipment/Supplies:

- First aid cards
- First aid supplies
- Stretcher
- Blankets
- Wheelchair
- Two-way radios
- Clipboards
- Pencils
- Safety vests

**F. Fire Team**

Danny Lopez– Day Custodian

Richard Pantoja/Mike Alvino – Evening Custodians

Duties:

Fire Team will:

1. Secure area and evacuate students and staff, if necessary
2. Confirm the existence and location of the fire
3. Notify the command center of existing fire(s)
4. Receive input from the Search and Rescue Team
5. If needed, use appropriate fire control equipment to rescue

Equipment/Supplies:

- CO2 Fire Extinguishers
- Gloves
- Blankets
- Helmets
- Two-way radios
- Safety vests

Assigned Areas:

- Areas affected by the fire and surrounding areas

## **G. Search and Rescue Teams**

Team #1 – Alex Ortiz/Chris Edwards/Greg Ornelas - Teachers

Team #2 – Mike Gieldon/Araceli Morey - Teachers

Team #3 – Amanda Soriano/Rachel Gallo/Allison Higuera - Teachers

### **Duties:**

#### **Search and Rescue will:**

1. If they are classroom teachers, release their students to their buddy teacher
2. Report to the first aid station to receive team assignment
3. Sweep through assigned area
  - a. Check each room vocally, visually and physically
4. Report any injuries to the first aid/command center stations using two-way radio
5. Extinguish small fires using classroom fire extinguishers
6. Upon completion of the search, report to first aid team to assist with injuries, if needed
7. Turn in search and rescue assessment forms to the command center
8. Return to assembly area upon completion of all duties

#### **Equipment/Supplies:**

- Clipboards
- Search and rescue assessment forms
- Tape
- Flashlights
- Gloves
- Hard hats
- Safety vests
- Two-way radios

#### **Search areas:**

- Team #1 – East Side of Campus
- Team #2 – West Side of Campus
- Team #3 – Center of Campus

**H. Cafeteria and Custodial Team**

Raquel Mancilla – Satellite Kitchen Lead

Danny Lopez - Day Custodian

Richard Pantoja/Mike Alvino – Evening Custodians

Carole Mortl/Sue Gersh/Mayra Velez – Additional Support Staff

**Duties:**

Cafeteria and Custodial Team will:

1. Shut off utilities after necessity is determined
2. Lock or unlock gates to provide egress for emergency services
3. Set up tables and chairs at the command center, first aid station, and the parent communication center
4. Determine resources that are available for immediate school use:
  - a. Water, food, power, radio, telephone and sanitary conditions
5. Report extent of damage to the command center

**Equipment:**

- Tools and toolbox
- Emergency organization plan
- School maps
- Cooking and serving utensils
- Two-way radios

**I. Parent Communications Team**

Anna Ruiz – School Office Manager

Jennifer Hurtado – Community Liaison

Tanya Beck/Gloria Ross/Maggie Mendoza – Additional Support

**Duties:**

Parent communication team will:

1. Set up the parent communication center
2. Display “Parent Communication Center” signs
3. Verify parent/guardian identification on emergency student release cards or the Family Emergency Plan Checklist prior to releasing students
4. Maintain emergency release log of all students released from campus
5. Check off, from the school roster, the names of all students released from campus

**Equipment:**

- Emergency student release cards
- Class roster
- Emergency release log
- Student support team release notes
- Parent communication sign
- Two-way radio
- Keys
- Clipboard
- Pencil/Pens

**Location of the Parent communication center:**

- Adjacent to the command center/North of the 300 building

## **J. Support Personnel**

### **School Resource Officer**

The School Resource Officer (SRO) is the sworn member of the La Habra Police Department (LHPD) assigned to deal with Law Enforcement related activity involving any actions in which students of La Habra City School District (LHCSD) are suspects, witnesses or victims or crimes in which the District is the victim.

In addition, the SRO will:

- Serve as a member of the Student Attendance Review Board
- Act as a liaison between the LHCSD and the LHPD
- Provide referrals as needed
- Notify school administration when law enforcement activity off campus has repercussions that affect the school
- Assist in the investigation of ongoing crimes involving LHCSD students, which requires their contact during school hours

### **School Counselor**

The LHCSD School Counselor provides all learners access to a developmentally appropriate and comprehensive guidance counseling program focused on academic success, personal and social development, and career and college guidance. Typical duties of the school counselor include:

- Guide individuals and groups of learners through the development of communication, problem-solving, decision-making, social/emotional learning, and conflict resolution skills
- Assist teachers and provide leadership on tiered interventions related to emotional, social, and personal development of students
- Provide prevention and intervention services for learners such as social skills development, social-emotional learning, and conflict resolution and crisis intervention
- Consult and collaborate with District specialists such as school psychologists, community liaisons, and school nurses to provide families with information on community-based resources
- Participate in the School/District crisis team

## **V. Preparing for an Emergency and Site Maps**

### **A. Before an Emergency**

It is important for the school to be surveyed with evacuation in mind. This includes identifying potential hazards both inside and outside:

#### **Inside**

- Suspended ceilings, hanging light fixtures
- Large windows not protected against shattering
- Bookcases, cabinets, computers, TV's, VCR's and projectors
- Storage areas with cleansers, paint or hazardous materials

#### **Outside**

- Places where the natural gas supply, water, sewer or electrical grids cross the site
- Power lines and electric shock hazards such as fences and metal buildings
- Areas near buildings and covered walkways where debris, roof tiles or glass may fall
- Routes past concrete walls
- Trees

#### **Additional Preparation**

- Designate evacuation routes without overhead hazards and other types of hazards
- The needs of students with disabilities should be considered when planning an evacuation
- Assembly areas should be as close to the evacuated facility as safe
- Establish alternate routes to the designated assembly areas
- As staff plans their evacuation routes, always make sure they know what they want to do and where they want to go
- School emergency plans should be reassessed after every emergency and modified as needed
- Necessary changes are to be reported to the administrator
- Staff will be trained to implement the plan
- Exercises will be conducted monthly each school year
- Alternate routes and methods will be practiced
- Substitutes, temporary faculty, and staff should review these emergency response guides before beginning class or work
- Employees are to be prepared to receive students who may be evacuated from another school
- Identify those employees responsible for securing student medicine and emergency cards

**B. Emergency Two-Way Radio Communications**

The District's two-way radios are assigned to each school site. Channel 1 is for emergency use only. In the case of an emergency, when landlines and cell phone communications have been interrupted, all communication over the two-way radios shall be limited to that of an emergency nature.

All administrators are to practice using their two-way radio during drills.

**Use of Two-Way Radio Communications**

During a District-wide drill or a real emergency, all sites shall use the Emergency Channel to communicate with the District Emergency Operations Center (EOC). No one shall proceed with transmission before they identify themselves and their location (i.e., site) prior to transmitting a message.

When applicable, the school site administrator in possession of the digital hand-held radio should turn it on as soon as possible during or following an emergency that has affected the landlines and cell phone communications with the District Office.

If an emergency occurs, which has only affected your school and you have lost landlines and cell phone communications with the District Office, turn on your District digital two-way radio, identify yourself and your site location, wait for an acknowledgment and proceed with your transmission.

Following a natural disaster, such as an earthquake, the school site administrator should not attempt to transmit a message until the District EOC center begins the roll call unless there is a life-threatening injury or situation.

The roll call is as follows:

When the District EOC Incident Commander says, "Beginning roll call," the school site administrator should prepare to identify himself/herself and give an assessment of injuries and/or damage to the site.



### **Evacuation Should Never Be Automatic**

There may be more danger outside than inside. There may be no safe assembly areas outside. There may be no clear routes to get outside.

Teachers are to survey their classroom to see if it is safe to stay inside. It may be safer inside the classroom, even in the dark, than outside in danger. Before a decision is made to vacate a classroom or school, it must be determined if there is a safe route and a safe place to assemble the students.

#### **Administrators**

- When an emergency occurs, assess the situation and notify the School Resource Officer and Superintendents' Office
- Determine what is going on outside and inside the site
- Evaluate the short and long-term effects
- If needed, call 911 and request assistance
- Decide whether to keep students and staff in place or to evacuate all or part of the student body
- Contact teachers and staff to inform them of the situation
- Initiate initial response actions
- Mobilize your emergency management organization
- Determine the safest course of action
- Establish preferred routes and where to place the assembly area
- Formulate an incident response plan
- Communicate your directions to faculty, staff, and students by telephone, two-way radio, PA system, intercom or runners
- Notify District Public Information Officer (PIO).
- Follow up to see that your instructions were carried out as intended
- As needed, modify your plan to meet new needs or contingencies
- Keep the District informed of your status and needs

#### **Faculty/Staff**

- When an emergency occurs: DO NOT automatically move students into the corridor or outside the building
- Evaluate the situation and inspect the area for hazards and dangers
- If a long period of time has elapsed and you have received no instructions, you will need to decide whether to remain or to evacuate
- If you need to move, determine the safest way to move your students and decide where you are going before you depart
- Account for your students before you leave the classroom and after you arrive at your safe site
- Take your roll sheet
- Once you get to the assembly area, communicate your whereabouts to the Superintendent's Office

# C. Site Map – Evacuation Plan

Imperial Middle School  
Evacuation Routes Map

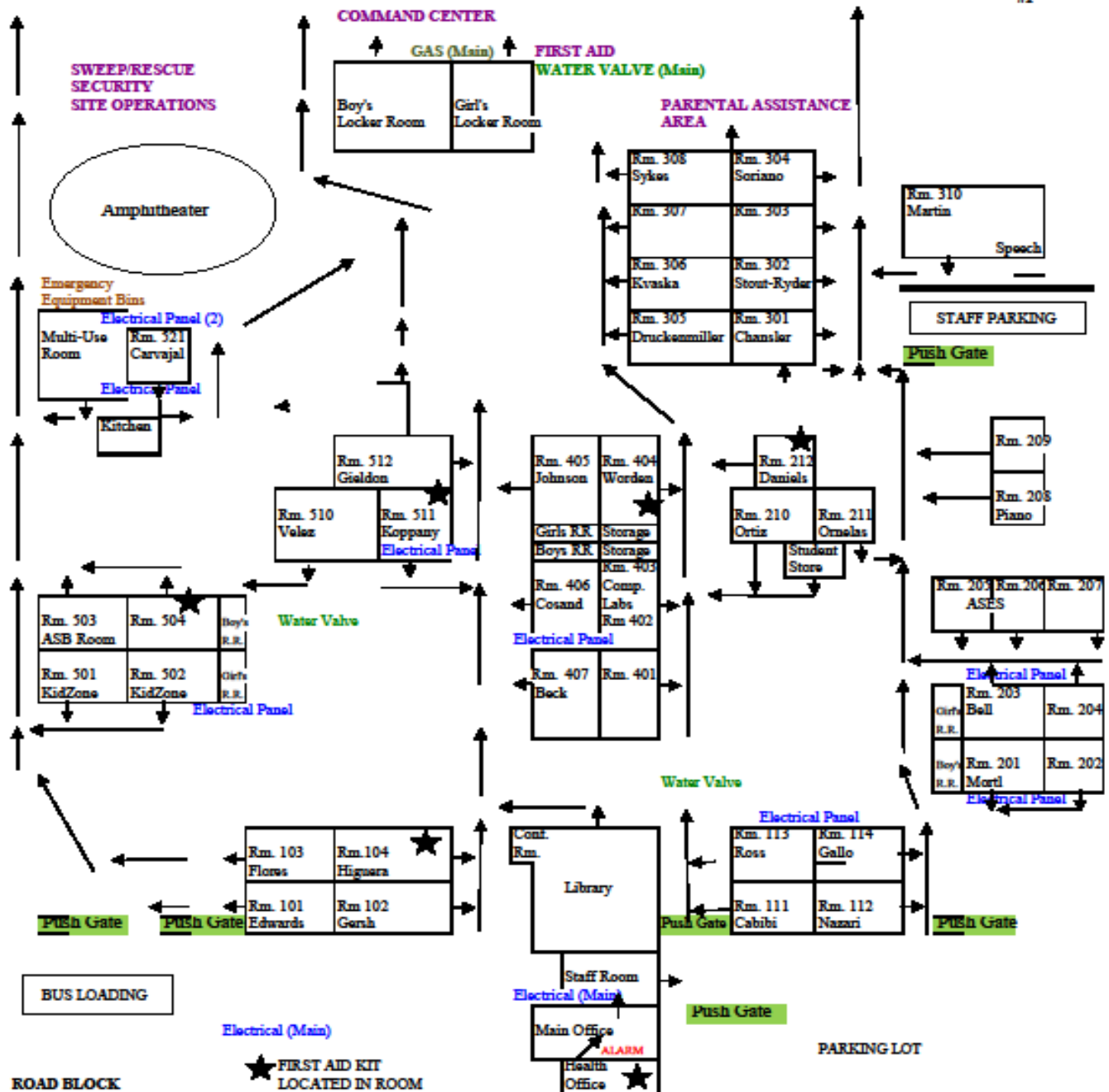
Push Gate

521	308	512	111	404	305
406	112	510	210	511	304
101	102		113	405	306
6th Grade	7th Grade	8th Grade	SPED		

Push Gate

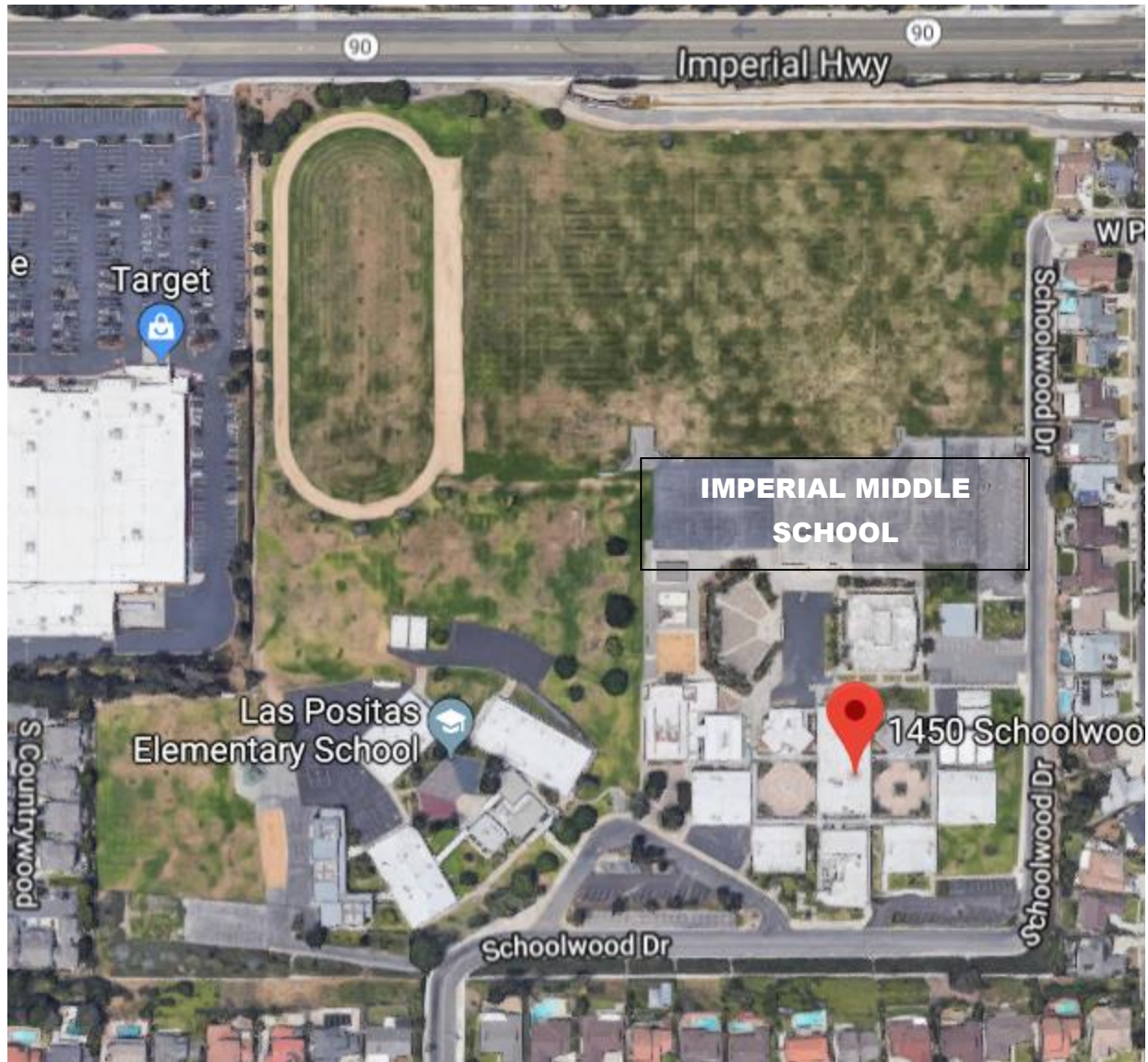
Road Block

#1



Revised 08/21

**D. Safe Ingress and Egress to School**



## Site Evacuation

If the administrator in charge decides that imminent danger to life exists, he/she may order an evacuation. Evacuation will be made in accordance with the site evacuation plan. Take your two-way radio with you to communicate your progress/problems with the Emergency Operations Center.

Students who are capable of walking will stay on the sidewalks and proceed to the next designated alternate site. The primary assembly area will be:

### Field – Grass Area

The secondary assembly area will be:

### Grass area on Las Positas Field

- To evacuate by bus, the administrator in charge is to contact the Emergency Operations Center who will contact the transportation provider to arrange to have busses dispatched to the site for student/staff pick up
- Busses will drop off students at the nearest alternate site
- The assembly area will be the field area
- The EOC will contact the Superintendent and the Emergency Services Coordinator advising them of the status (number of student/staff and others to be transported)
- Students will be released only to individuals listed on the emergency card
- Notification must be left at the school site indicating the address where students have been relocated
- The administrator in charge will direct all further action

Off-Campus Emergency Evacuation Sites:

Plan A: Vista Del Vale Park 1600 S. Idaho, La Habra CA 90631

Plan B: Las Lomas Elementary School 301 Las Lomas, La Habra CA 90631

**E. On-Site Assembly Area**

Primary/Short Term: **Field – Grass Area**

Secondary /Long Term: **Grass area on Las Positas Field**

1. Take roll count of students and report findings to the administrator in charge
2. Assess medical needs
3. Request assistance as needed
  - The Maintenance Department will act as the Emergency Operations Center (EOC) for the District. The District EOC will have the ability to contact and request assistance from the City. Requests for additional assistance will be made through the City's EOC to the county operations area.
  - The School District EOC, after the emergency, will begin contacting all schools in alphabetical order starting with elementary schools to ascertain damage assessment and needs requirements. If an emergency exists at your site, feel free to break in and communicate your needs. (Use Emergency Channel 1).
  - If the District cannot dispatch help, then the City EOC will be contacted to request assistance/aid.
  - When the La Habra Police Department responds and sets up a command post, the Principal or their designee shall partner with the officer and respond to the command post.
4. Provide medical care
5. Provide for mass care needs (i.e., food, water, shelter, sanitation)
6. Do not light fires or touch fallen wires
7. Be alert for instruction from the administrator in charge
8. Do not attempt to enter a building until it has been declared safe by an authorized official
9. During a major emergency incident, students will only be released to the parent, guardian or the adult specified on the emergency card\*

\*There shall be no exceptions to the policy. Students who are not picked up by their parents may be transported to another shelter. Emergency response personnel may not arrive at school for several hours. It will be the school's responsibility to care for students and staff.

## **VI. Emergency Response Plans**

### **A. Armed Assault on Campus**

An armed assault on campus involves one or more individuals who attempt to take hostages or cause physical harm to students or staff. Such incidents may involve a sniper, an intruder, gang warfare, civil unrest, hostage situation, or police activity such as a stakeout or vehicle pursuit.

Initiate warning system to alert staff:

1. The Principal/Designee will call 911, and then notify the Superintendent's Office
2. The extent of the emergency will dictate the course of action needed. The Principal or their designee will take appropriate action to assure that students and staff, if outdoors, return to and remain inside the buildings. All outside doors should be locked
3. Upon return to buildings, teachers will initiate roll call
4. Staff should take steps to calm and control students in all areas of assembly or shelter
5. Students and staff will remain indoors with lights off and keeping away from all windows until law enforcement confirms that the emergency no longer exists

**B. Armed Student(s) – Possession Only**

Any staff member must report to the school administration if a student is suspected of having a weapon on campus.

**\*\*DO NOT** approach the student

**\*\*Stay** calm

**\*\*In** the safest manner possible, contact the administrator

**\*\*DO NOT** attempt to retrieve the firearm

**\*\*DO NOT** restrain or discipline the student

When an administrator or law enforcement arrives, discuss the following:

**\*\*Room** number

**\*\*The** name of the student

**\*\*The** exact location of the student in the classroom

**\*\*Type** of weapon suspected

**\*\*Location** of the weapon

**\*\*Number** of students in the classroom

**\*\*Demeanor** of the student and any other useful information

If the student brandishes the weapon, see “Hostage Situation Procedure.”

**C. Animal Disturbance**

This procedure should be implemented when the presence of a dog, skunk, coyote, mountain lion, snake or any other animal threatens the safety of students and staff.

Principal or their designee will notify the School Resource Officer or call 911 as the circumstances would dictate.

The Principal or their designee will initiate the appropriate actions, which include LOCKDOWN or EVACUATION from the affected area.

Upon discovery of an animal, staff members will attempt to isolate the animal from students. If the animal is outside, students will be kept inside. If the animal gets inside, then the students will remain outside. It is suggested closing doors or locking gates as a means to isolate the animal.

The La Habra Police Department's Animal Services Division should be notified in a timely manner.



**D. Biological/Chemical Release**

Inside the classroom:

- Faculty/Staff will inform the principal
- Evacuate the building in a safe manner upwind of the affected area
- The Principal will have security/utilities team isolate and restrict the area
- Faculty/Staff will turn off local fans, close windows, shut down building's air handling system
- Faculty/Staff will check for any students having any contact with hazardous substance/s

Outside the classroom and localized:

- The Principal will direct staff to remove students from the affected area and proceed upwind of area
- The Principal will call 911
- Securities/Utilities team will isolate and restrict affected area Faculty/Staff will turn off local fans, close windows, shut down building's air handling system
- Faculty/Staff will check for any students having any contact with a hazardous substance
- The Principal will notify the Superintendent's Office

Surrounding Community:

- The Principal will be informed or will determine if a potentially toxic substance has been released into the atmosphere
- The Principal will initiate an evacuation or lockdown if necessary
- Securities/Utilities team will turn off all local fans, shut down building air handling system, lock doors and windows, seal gaps under windows with wet towels or duct tape, seal vents and turn off sources of ignition as practical
- All students located outdoors will be directed to proceed immediately to nearby classrooms or buildings
- The school will remain in lockdown mode until an appropriate agency provides the clearance
- The Principal will notify the Superintendent's Office

**E. Bomb Threat**

Any person receiving a telephoned bomb threat should:

- Keep the caller on the line as long as possible.
- Alert the administration in an appropriate manner.
- Try to determine the age and sex of the caller.
- DO NOT take any chances and contact the school administrator for every threat.
- Leave environment where the bomb is supposed to be as is (i.e., if the door is open, leave open; if lights are on, etc.)
- When directed to do so, evacuate all students and staff from threatened area or buildings.
- Do not remove anything from the classroom and instruct students to leave all backpacks behind.
- If a device is located or observed DO NOT TOUCH IT or MOVE IT.
- Evacuate and wait for further instruction.
- Expect the police department to ask the staff if they had seen anything out of the ordinary.
- School personnel should not search for the device or enter the area.

**F. Demonstration/Walkout**

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

- Faculty/Staff will notify school administration immediately.
- The Principal will call 911.
- School administration will initiate appropriate response action, which may include a LOCKDOWN.
- School administration will notify the Superintendent's Office.
- School security will immediately proceed to the front of the school and control the campus.
- School administration will designate staff to accompany students going off campus for supervision and to notify law enforcement.
- Students not participating in the unlawful demonstration will remain in the classroom.
- Teachers will close and lock doors; all staff will close window coverings.
- School administration will notify parents of the incident as appropriate.

**G. Disorderly Conduct**

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

THE GOAL IS TO CALM AND CONTROL THE SITUATION AND ATTEMPT TO ISOLATE THE PERPETRATOR FROM OTHER STAFF AND STUDENTS TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

- The Principal will notify the School Resource Officer or call 911 as the circumstances dictate.
- The Principal will initiate appropriate immediate response actions, LOCKDOWN or EVACUATION.
- The Principal will assign a staff member to meet police and escort them to the location of the disturbance.
- The Principal will contact the Superintendent's Office as soon as practical.
- Classes should remain in session until law enforcement determines the situation is under control.
- If the perpetrator is a student, police will decide if or when to contact family.

School personnel at the scene of the disturbance:

- Clear bystanders and encourage students to "go about their business" and not get involved
- Intervene to defuse the situation to the extent possible without threatening your own or staff safety

## H. Earthquake

If inside a building:

1. Implement “DROP, COVER, HOLD ON” and do not face the windows
2. Take precautions against falling objects
  - a. Get beneath a desk, table or bench and assume Drop, Cover and Hold position (kneeling with hands on head)
  - b. If cover is unavailable, get against an inside doorway or crouch against wall and cover head
  - c. Stay away from outside walls and area where there are large panels of glass or heavy suspended light fixtures
3. After the earthquake is over and the ground has stopped shaking, evacuate to the assembly area via designated evacuation route. (Beware of fallen objects, electrical wires, etc.)
  - a. Implement “buddy system” to handle any injuries (i.e., one teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes)
4. Take roll at assembly area, report information to assembly captains, and report to duty stations

If outside:

1. Implement “DROP, COVER, HOLD ON”
2. After the earthquake is over and the ground has stopped shaking, evacuate to the assembly area. (Beware of fallen objects, electrical wires, etc.)
3. Take roll at assembly area, report information to assembly captains and report to duty stations

Materials Needed for Evacuation:

1. Emergency Folder
  - a. Emergency procedures
  - b. Evacuation map
  - c. Class rosters
  - d. Classroom attendance count
  - e. Notepad and pencil
2. First Aid Kit

**I. Explosion/Risk of Explosion**

In the event of an explosion or risk of an explosion, such as those caused by leaking natural/LP gas or other causes, the following actions will be needed:

1. Faculty/Staff will give the command to “Drop-Take Cover.”
2. Site Administrator will call 911
3. If the explosion occurred within a building or threatens a building, the staff should immediately implement action to evacuate the building
4. Sound the fire alarm
5. Move to an area of safety as far away from the hazard as possible and maintain control of students
6. Render first aid as necessary
7. Use a fire extinguisher if appropriate (Note: Staff should be aware of locations and proper use of fire extinguishers)
8. Take roll
9. The administrator will direct further action as required
10. Students and staff should not return to the school until the Fire Department Officials and Law Enforcement declare the area safe
11. The Administrator will assess the situation and call the District Office Disaster Preparedness Coordinator as soon as practical
12. Students/staff will evacuate buildings in a direction away from the threat of explosion and move to a location upwind and as far away from the site as possible
13. Take roll again
14. The site administrator will direct further action as necessary

**J. Fight/Large Group Disturbance/Riot**

THE GOAL IN THIS SITUATION IS TO PREVENT ESCALATION AND CONTAIN THE AREA TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

School Personnel:

- Notify the School Resource Officer
- The principal/designee will call 911
- The principal/designee will meet police and escort them to the location of the disturbance.
- School personnel should contact school security immediately.
- Faculty/Staff will hold classes, if in session until law enforcement determines the situation is under control.
- Clear bystanders and encourage students to “go about their business” and not get involved
- Intervene to defuse the situation to the extent possible without threatening your safety or the safety of your staff
- The administrator will inform the Superintendents’ Office as soon as possible

**K. Fire on School Grounds**

If a fire starts anywhere on the school campus:

1. The person discovering a fire or smoky area within the school perimeter will contact the office immediately
2. The principal or designee will sound the fire alarm immediately. In the case of electrical failure, the principal or designee will disperse a team to make the fire announcement.
3. Students and staff will evacuate the building in accordance with the fire evacuation route posted in each room
4. Teachers must take emergency folder and first aid kit when evacuating
5. Turn off lights and overheads when leaving room
6. Close all doors upon exiting room or building
7. Implement “Buddy System” to handle any injuries (teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes)
8. Use emergency folder contents to:
  - a. Take roll.
  - b. Complete attendance count form.
  - c. Send attendance count form to assembly captains.
  - d. Report to duty stations.
9. The administrator will inform the Superintendents’ Office as soon as possible.

Dispatch Numbers:

La Habra City Police Department - (562) 383-4300

Los Angeles County Fire Department - (562) 868-0411

Dial 911 in case of an emergency



**L. Fire in Surrounding Area**

This procedure addresses the situation when a fire is discovered in an area adjoining the school. Decisions should be made based on the size and location of the fire, proximity to the school and how likely the fire will affect the school.

1. Principal/Designee will initiate appropriate response action, lockdown, evacuation or off-site evacuation.
2. Principal/Designee will notify police – 911

If Evacuation:

1. Students and staff will evacuate the building in accordance with the fire evacuation route posted in each room.
2. Teachers must take emergency folder and first aid kit when evacuating.
3. Turn off lights and overhead projectors when leaving the room.
4. Close all doors upon exiting room or building.
5. Implement “Buddy System” to handle any injuries (teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes).
6. Take roll at the assembly area, report information to assembly captains, and report to duty stations.
7. The administrator will inform the Superintendents’ Office as soon as possible.

Air Quality

1. If the air quality is poor due to smoke, dust or ash particles in the air, then the principal or site administrator may decide to limit physical activity for the period of poor air quality.

**M. Flooding**

This procedure applies whenever stormwater or other sources of water intrude or threaten to intrude school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare.

Alternatively, flooding may also occur without warning as a result of damage to water distribution systems.

- The principal or designee will initiate appropriate immediate response actions;
  - LOCKDOWN, EVACUATE, or OFF-SITE EVACUATION
- The principal or designee will notify 911
- Principal or designee will notify the Superintendent's Office

**N. Food or Water Contamination**

This procedure should be followed if site personnel suspect contamination of either food or water. It 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 or water contamination.

Indicators may include unusual odor, color, taste, or multiple employees experiencing nausea, vomiting or other illness.

The principal or their designee will:

- Isolate suspected contaminated food/water and restrict access to the area
- Notify 911
- Notify the Superintendent's Office
- Will cooperate with the Orange County Public Health Department
- Notify parents of affected students

The Faculty will:

- Make a list of all potentially affected students and staff
- Make a log of symptoms, the suspicious food/water, quality and character of products

Medical first responders will assess the need for medical aid.

**O. Hostage Situation**

Remember Time is on your side!

If the entire classroom is taken hostage:

Do

- Stay calm
- Obey suspect's commands
- Be passive
- Try to calm suspect and listen to complaints or demands
- Keep students calm and don't allow them to agitate the suspect
- Ask permission of suspect at all times

Don't

- Try to be a hero
- Challenge the hostage taker
- Confront the hostage taker
- Argue or fight
- Use words "hostage, captive or negotiate"

KEEP ALL RADIOS, TV'S AND COMPUTERS TURNED OFF. If possible and without increasing risk to you, minimize any possibility that the suspect can hear or see NEWS REPORTS.

Be calm and patient and wait for help. Keep in mind the average hostage incident lasts approximately six to eight hours.

**TIME IS ON YOUR SIDE!**

**P. Intruder(s) on Campus**

A campus intruder is anyone who loiters or creates disturbances on school property.

Daily routine:

- It is important to maintain a closed campus requiring all visitors to register at the office
- Visitors must receive a badge that identifies them as having registered
- Staff must address ALL individuals found on campus who have not obtained the appropriate visitor badge, as safety permits, and direct them to the school office

In the case of a disturbance:

- Staff should contact the school office and give the location of the suspected intruder
- Depending upon the circumstances, lockdown procedures may be implemented
- Wait for instruction from the administrator
- During the lockdown, if you see the intruder, contact the office and give the location immediately
- The principal or the school administrator will call 911 if required
- After the lockdown, take roll and notify school administration of any missing students
- Limit phone and radio traffic to emergency use
- The administrator will notify the Superintendent's Office if needed
- Remain on lockdown mode until released by law enforcement

**Q. Site Initiated Lockdown**

Public Address notification: ***This is a lockdown; this is not a drill.***

If INSIDE a building:

1. Lock your door immediately upon notification of lockdown.
2. DO NOT LET ANYONE IN YOUR ROOM AFTER YOU HAVE LOCKED THE DOOR.
3. Close drapes, blinds or other window coverings that may exist.
4. Direct students to sit on the floor, as low as possible being as quiet as possible.
5. Take roll and make a list of missing students.
6. Remain inside of classroom or building and DO NOT let anyone out until an administrator has given an all-clear announcement

If OUTSIDE a building:

1. Immediately report to your room bringing all students in the area into your room even if the student is not on your roll.
2. LOCK YOUR DOOR IMMEDIATELY UPON NOTIFICATION OF LOCKDOWN.
3. DO NOT LET ANYONE IN YOUR ROOM AFTER YOU HAVE LOCKED THE DOOR.
4. Close drapes, blinds or other window coverings that may exist.
5. Direct students to sit on the floor, as low as possible being as quiet as possible.
6. Take roll and make a list of missing students.
7. Remain inside of classroom or building and DO NOT let anyone out until an administrator has given an all-clear announcement

Students and staff caught outside during a lockdown:

1. Individuals who are found outside of a secure building during a lockdown should look for an open room.
2. If you become aware of staff or student locked outside of classrooms inform the office immediately.
3. In the event that a secure classroom cannot be located, students should seek cover in a restroom.

## **R. La Habra Police Department Initiated Lockdown**

The La Habra Police Department is charged with ensuring public safety in a manner that facilitates a swift and positive resolution while minimizing the impact on the community and affected schools. In an effort to ensure a proper response to incidents that can potentially impact schools within the city, the La Habra Police Department is working with other local law enforcement agencies and schools to establish a uniform response plan. As such, a 3-level lockdown procedure has been established in order to ensure the safety of students and staff, as well as ensuring that there is minimal (yet still safe) impact on the learning environment.

Notification procedures:

Nothing in this procedure is intended to limit the school's ability to implement a lockdown on their own. However, in instances where the police department is requesting the school implement a Level 1, 2, or 3 lockdowns, the La Habra Police Department personnel will notify the school's principal (or their designee) via telephone. That notification may be requested by the Incident Commander (Field Supervisor or their designee) or the School Resource Officer and will typically be made by communications (Dispatch) personnel.

Levels of a lockdown:

This procedure involves three (3) different levels, based on the severity of the incident, taking into account the following information:

- Nature of the incident at hand
- Nature of any suspect(s) involved (including known criminal history, crime alleged, weapons, gang affiliation, threats made, etc.)
- Proximity to the affected school

*In any of the lockdown levels, it is imperative that school staff follow all campus safety protocols (which should be known and familiar to them via their administrations). Regular practice drills are strongly suggested. Staff should also be reminded to maintain a calm, yet assertive demeanor, as this greatly influences the students' response to the direction they receive.*

*It is critical that staff members be adaptable to take the necessary means (using their training, knowledge of policies, and common sense) to safely resolve a situation at hand.*

**LEVEL 1:     “ALERT” - (Yellow)**

Level 1 lockdowns will result in the affected school securing its perimeter gates, if applicable, and restricting access on and off campus. This is the least restrictive level in terms of impact to the affected school site. In most instances, students will not be aware of an “ALERT” status, as classes will continue as normal. Campus supervisors and administrators should take steps to have a visual presence on campus to ensure the safety of their school.

- Example: The police department would notify the affected school that they are conducting police activity (i.e., search/arrest warrant, or some other police activity) in the general vicinity of the school, but they do not expect it to affect school operations

**LEVEL 2:     “CAUTION” - (Orange)**

Level 2 lockdowns are more restrictive and will result in students being kept inside classrooms, with unsupervised movement on campus prohibited. School staff will conduct thorough site patrols to ensure all students are in a classroom.

- Example: A police pursuit terminated near the affected school and police are searching the general area for the suspect; there is no additional information to believe that the suspect is armed or dangerous
- Example: This level of lockdown is typically used for instances in which there is police activity near the school, but generally not directly affecting the campus
- A student who is not in a classroom (i.e., in a hallway, quad area, etc.) at the time the level 2 lockdown is implemented should be directed to the nearest classroom and accounted for by staff
  - Once safely inside and accounted for, the student can then be escorted by staff back to ensure safe arrival to his/her designated class/teacher
- Supervised student movement can be allowed in cases of need (i.e., bathroom necessities), but should be conducted on a case-by-case need and assessment
- Generally, classroom instruction should continue as usual
- In summary, a Level 2 lockdown allows for the continuance of normal “inside classroom” activities; however, unsupervised student movement on the campus should not occur
- Any outdoor activities (i.e., PE classes, should be directed into a structure, such as the gym or classroom) until the level 2 lockdown is lifted



### LEVEL 3: “EMERGENCY” - (Red)

Level 3 lockdowns will be initiated when the incident poses a significant threat to the safety of the students at the affected school site and will result in the most substantial steps being taken by the school and the police department to maximize the safety of students and staff. In the event of a Level 3 lockdown, all student and staff movement should cease, and staff should ensure that students shelter in place and that the school’s lockdown measures are implemented:

- Students should take positions of safety within classrooms
  - All known students shall immediately be brought into the nearest classroom and accounted for
  - Lock and secure classroom doors and remain inside
  - Close any shades, drapes or blinds and keep students away from windows
  - Keep students calm and quiet (**your demeanor has a direct impact on student demeanor**)
  - Turn off lights and cover windows, if possible
  - Have students sit on the floor or remain under desks and tables
  - For rooms that have doors that open inward, consider placing furniture in front of doors to block access
  - Remember lessons from “RUN, HIDE, FIGHT” philosophy (if this training was provided to you)
  - **MENTALLY PREPARE YOURSELF TO TAKE NECESSARY ACTION** – should the situation call for it
  - Take roll and notify the office of any students from other classrooms
  - Follow specific campus safety protocols
  - Wait for further instructions from school administrators
- 
- Example: This level of lockdown will be used for the most severe types of incidents where it is believed that there is an imminent threat to students and staff. Examples would include an active shooter, armed intruder on campus, or other incident that necessitates the immediate lockdown of the school site.

#### Deployment of officers to affected schools:

In the event of a Level 2 or Level 3 lockdown, and depending upon available officers, the La Habra Police Department will make every effort to have a School Resource Officer (SRO), or other designated officer, respond to the campus to meet with school administrators, ensure the safety of students, and facilitate the orderly operation of the lockdown from initiation to conclusion. The responsibilities of the assigned officer include but are not limited to:

- Direct interaction with the principal or designated staff member
- Direct communication with the Incident Commander
- Relaying critical information which directly impacts the school
- Planning and coordination of school evacuations, if necessary
- Planning and coordination of dismissal of students to parents/guardians
- Traffic staging and management (i.e., parents, buses, etc.)
- Notification of principal or designee upon resolution of the incident
- Contingency planning with school staff in the event that the incident escalates, is prolonged, or directly involves the campus
- Determination of the need for additional resources (i.e., additional officers, SWAT, medical, bomb squad, etc.) and requests through the Incident Commander

#### Communications center responsibilities:

In the event of a lockdown, police department personnel shall notify the affected school as soon as possible and advise them of the lockdown level. In the event of a Level 2 or 3 lockdowns, communications personnel will make every attempt, based on available resources, to have an officer deployed to the affected school, with School Resource Officers (SRO's) being the preferred option.

#### Determination of need for lockdown:

The determination for the need to institute a school lockdown in most cases will be the responsibility of the Incident Commander or highest ranking officer on scene (generally the Field Sergeant or Corporal) but can be made by any officer who believes that current circumstances dictate the need for such lockdown. In the event that a school lockdown becomes necessary, the affected school(s) should be notified as soon as possible via telephone to the school office. This notification should be made through the police department's communication center. The caller should obtain and provide the following information when feasible:

- Name of the school staff member being contacted
- Advise the school of the necessary lockdown and level
- Provide basic information regarding the need for the lockdown (including police activity, if possible)
- Estimated duration, if that can be forecasted
- Obtain the name of the school's point of contact, in the event an officer needs to respond (this should include contact numbers, including cell phone number and is typically the principal)
- Provide a number for the school to call back (in a Level 3 lockdown, Dispatch may be too busy to field additional calls and consideration may be given to using desk personnel, or other personnel as decided upon by the Watch Commander or his/her designee)

#### Notification of affected police department personnel:

A school lockdown has the potential to impact operations of the entire affected school district, as well as the police department and other city services. For this reason, it is essential that proper notification is made to affected personnel. Typically, notifications will be made by the on-duty Watch Commander, but may be made by the Communications Bureau in the event that the Watch Commander is unavailable or at his/her request:

- Field personnel should notify (or have Dispatch notify) the Watch Commander should a school lockdown be implemented
- The Watch Commander or his/her designee should notify the Chief of Police and Command Staff regarding school lockdowns
- The Chief of Police (or his designee) will be responsible for making notifications to the affected school district's superintendent
- The Chief of Police (or his designee) will be responsible for making any department level notifications (City Manager, City Council, etc.)
- The Watch Commander or Dispatch should notify the department's Public Information Officer (PIO) who will coordinate with the school district's PIO

#### Notification of affected school district personnel:

Schools should establish protocols for making necessary notifications in the event of a school lockdown. These notifications take into account the need to notify the following:

- School district personnel
- School administrators and faculty
- Students
- Parents of students

### School district personnel:

Because a school lockdown has the potential to create widespread concern within the community, it is essential that administrators of the affected school have a plan in place to notify their respective school district offices. School districts should establish notification guidelines and responsibilities as necessary to accomplish this task.

### School administrators and school personnel:

Schools should ensure that in the event of a lockdown, they have procedures in place to make necessary notifications to all administrators, as well as affected staff members, in order to ensure a safe environment for all involved:

- Schools may consider utilizing public address systems to make notifications (keep in mind that if you announce a lockdown over a PA system, you may cause unnecessary alarm for students)
- During Level 2 or 3 lockdowns, the school office, including the attendance office will be inundated with phone calls and may want to consider utilizing computers (mass emailing updates to staff) in lieu of telephones
- During Level 2 or 3 lockdowns, student accountability is important and schools are encouraged to develop a plan by which staff can utilize computers to notify the attendance office of any additional students that may have sought shelter in their classrooms (this frees up telephone communication for emergency calls and provides an electronic copy of attendance records, which is important because, during chaotic situations, information may not get relayed accurately over the telephone)

### Important Note:

Schools may want to consider a secondary location for operations, in the event that the school office becomes inaccessible. That secondary location should have the necessary equipment, including computers, phones, contact information, and phone numbers.

**Students:**

Schools should rehearse lockdown drills with their students to ensure that in the event of an actual lockdown, students understand the procedures. Additionally, since it has been proven that students will inevitably use cellular devices to communicate with parents and friends about the events occurring, it is suggested that schools use this effective device to their advantage by encouraging students to notify their parents that they are “OK” and providing updated information to parents about evacuations and student pick up areas.

By encouraging students to text their parents with updated information, schools have a better chance of reducing potential panic by controlling or dictating the message being disseminated.

Consideration should be given to having the responsible staff member (teacher) orchestrate a text from their students to the parents. For example:

The teacher can instruct his/her class: “Students, get out your cell phones and, together, we are going to put them on the ‘silent function.’ Now, I want you to type the following message to your parents, ‘Mom/Dad...I AM OK and SAFE, but the school is in lockdown. Do not respond to the school. They will not let you in until it is done. I AM OK. Either I or the SCHOOL will let you know when it is over.’”

**Parents:**

In the event of a school lockdown, parents will be understandably upset and concerned about the safety of their students. This leads to a potentially overwhelming burden on office personnel tasked with monitoring telephones. In order to reduce this burden, schools should develop or incorporate a method of electronic or cellular notification to parents. Commonly known as a “reverse phone system,” schools can send out mass phone messages, texts or emails, alerting parents to the fact that there is a lockdown in place and provide updates. Consideration should be given to send similar language as cited in the previous section concerning students sending texts.

Some school districts and cities utilize social media, such as Twitter and Facebook, as an additional means of providing information in times of crisis. Whichever method schools choose, certain basic information should be provided in a timely manner and schools should designate several staff members to be responsible for the dissemination of this information:

- School(s) that are affected
- Alternate pick-up sites for parents to respond in order to retrieve their student(s)
- Timely updates regarding the school lockdown
- Reassuring parents that their students are safe and giving updates as necessary

**Important Note:**

The school should designate a staff member with the responsibility for disseminating information. The Administrator or designee needs to approve the released information. This ensures that the most accurate and up-to-date information is being released and does not jeopardize safety or facility security, or create additional burdens for the school or law enforcement. Schools may want to consider creating a form for such releases, which include the message, signature of the person authorizing the release, and the time and methods in which the message was disseminated.

**S. Loss or Failure of Utilities**

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

- If water or an electrical line is broken, an effort should be made to turn off the water or power to the affected area and notify the school administrator immediately
- Upon notice of loss of utilities, the school administrator will initiate appropriate immediate response actions, which may include LOCKDOWN or EVACUATE BUILDING(S)
- The school administrator will notify the Maintenance and Operations Department and will provide the location and nature of the emergency
- The school administrator will notify the superintendent of the loss of utility service
- If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion

**T. Motor Vehicle Crash**

If an accident, such as a motor vehicle collision occurs on or near campus, or if a student or staff member is seriously injured on campus:

- Principal or designee will call 911
- Principal or designee will contact the school office to report the incident and any persons injured or trapped
- If NO buildings are in immediate danger, staff will instruct students to stay in their classrooms
- If buildings are damaged, staff will evacuate everyone from the building as appropriate
- Employees will maintain control of students and take roll
- If evacuated, wait for instructions from the administrator



**U. Plane Crash**

If an accident, such as a plane crash happens on or near campus, or if a student or staff member is seriously injured on campus:

- Principal or designee will contact the school office to report the incident and any persons injured or trapped
- If NO buildings are in immediate danger, staff will instruct students to stay in their classrooms
- If buildings are damaged, staff will evacuate all students and staff from the building as appropriate
- Employees will maintain control of students and take roll
- If evacuated, wait for instructions from the administrator

**V. Helicopter Landing**

On occasions, law enforcement or an air ambulance is required to land on a school campus. In the event that a school is to be used as a landing zone in an emergency the principal or designee should:

1. Contact the School Resource Officer to assist in the coordination of events between law enforcement and the school office
2. Notify all staff of the pending landing
3. Initiate a “Lockdown” restricting all students to their classrooms, canceling or postponing lunch and/or recess until the helicopter has departed from the campus
4. Notify the District Office and keep them updated on the circumstances

**W. Severe Heat Advisory**

In cases of an extreme temperature advisory, the following guidelines should be followed:

1. Outdoor activities by students and staff shall be modified to prevent heat stroke or heat exhaustion during hot weather.
2. When temperatures are 80 to 90 degrees Fahrenheit, the following precautions **shall be taken:**
  - a. Allow unrestricted access to water.
  - b. Provide adequate time (at least ten minutes per hour) for rest and cooling.
  - c. Carefully watch those athletes/students with a tendency toward obesity and those with a history of heat-related illness, for signs of hyperthermia.
  - d. During periods of moderate to high humidity, avoid prolonged vigorous activity.
3. When temperatures are 90 to 100° Fahrenheit, the following precautions shall be taken:
  - a. Avoid any prolonged vigorous activity, regardless of humidity level.
4. When temperatures are above **100° Fahrenheit**, the following precautions **shall be** taken:
  - a. All vigorous outdoor activity is to be avoided.
  - b. Limit outdoor activities to short periods of time.
  - c. Allow unrestricted access to water, even indoors.
  - d. Carefully watch those athletes and students with a tendency toward obesity for signs of hyperthermia.
  - e. Students with a history of heat-related illness shall remain indoors.
  - f. Limit athletic practices to short, non-vigorous workouts.

## **X. Psychological Trauma**

Crisis management at LHCSD specifies action during and subsequent to any emergency that may have a psychological impact on students and staff such as an act of violence; death of a student or staff member; an earthquake or other natural disasters; or a serious environmental problem. Emergencies like those described above usually produce one or more of the following conditions:

- The school administrator will establish a Crisis Intervention Response Team (CIRT) which has primary responsibility for providing necessary assistance after all types of crises
- CIRT will assess the range of crisis intervention services needed during and following an emergency
- CIRT will provide direct intervention service
- CIRT will advise and assist the school administration to restore regular functions as efficiently and quickly as possible
- In performing their duties, CIRT members will limit exposure to scenes of trauma, injury, and death
- CIRT will provide ongoing assessment of needs and follow-up services as required
- CIRT should be provided areas away from the incident

## **VII. School Safety Practices, Policies, and Procedures**

### **A. Child Abuse Reporting**

All employees of LHCSD are mandated reporters and are obligated to report any incidents of suspected child abuse to the appropriate agency.

**Child Abuse Reporting** – Call **714-940-1000** or **800-207-4464** (24-hour hotline)

In any investigation of suspected child abuse or neglect, all persons participating in the investigation of the case shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child victim.

### **B. Bullying Prevention**

The District believes every child is entitled to a safe school environment free from discrimination and bullying. Consistent with state and federal law, the District prohibits bullying and discrimination and provides a timely and effective complaint procedure for pupils who believe they have been the victim of bullying or discrimination.

The District also is mindful that, at times, behavior that is rude or insensitive may be constitutionally protected in the context of a public school environment. Such conduct can best be combated and prevented with effective strategies that involve pupils, parents and school employees in collaborative efforts to teach tolerance and ensure equal educational opportunities for all.

This policy applies to all of the District's students. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the La Habra City School District. (Educ. Code 234.1 (a).)

If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so. (Educ. Code 234.1(b)(1).)

#### **Reports**

Any employee who has knowledge of discrimination, harassment, intimidation or bullying shall inform the site administrator of the concern as soon as possible.

The site administrator shall notify the District's Nondiscrimination Officer within 24 hours.

Students who have knowledge of discrimination, harassment, intimidation or bullying are encouraged to inform a teacher or school administrator as soon as possible.

Students and parents may make such complaints anonymously by calling the Nondiscrimination Officer at the number below. Anonymous reports must provide sufficient corroborating evidence to justify the commencement of an investigation.

Because of the inability of investigators to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated.

Formal complaints regarding violations of this policy shall be made pursuant to the district's Uniform Complaint Procedure, Board Policy/Administrative Regulation 1312.3.

The District's Nondiscrimination Officer is: Mario Carlos, Ed. D. – (562) 690-2302

### C. Dress Code

The following should NOT be worn at school:

- Hats, caps or head covering other than for religious or medical reasons
- Halter tops, low tops, tank tops, bare midriff tops (all tops must completely cover midriff)
- Cutoffs, extremely short skirts/shorts (underwear should be covered by clothing)
- Clothing that advertises such substances such as alcohol, cigarettes, drugs or utilizes double play on words, obscenities, profanity, or is suggestive in any way or may be deemed offensive by anyone
- Open toe shoes or shoes without backs
- Clothing that depicts illegal actions such as spray painting or use of firearms
- Hairstyles or colors which distract students from learning or present a safety hazard.
- Hair which has been cut to, or grown to, styles or lengths resulting in distraction or safety hazard (i.e., Mohawks, faux hawks), hair with shaved designs (i.e., symbols, words)
- Jewelry which poses a threat to the health and safety of students or which by its size or appearance is distracting in the learning environment (i.e., jewelry with sharp edges or which is so long or dangling as to pose a safety hazard)
- There is no visible “body piercing” allowed, and it is preferred boys do not wear earrings and all students K-6 not to wear make-up or artificial nails

#### Additional Dress Standards:

The following attire is NOT to be worn at school:

- Insignias and logos of non-school sponsored organizations that may be associated with inappropriate activities
- Hooded sweatshirts and jackets must be worn with hoods down
- Belt buckles, jewelry, bandanas, stocking caps, hair nets, rags, gloves, biker wallets or other decorations with initials, inappropriate symbols or signs
- Any pants/shorts that are oversized and inappropriate for the wearer (all pants must fit and be worn at waist level)
- Tattoos may not be visible
- Any shirt with long sleeves which is dramatically oversized and inappropriate for the wearer, any oversized tee shirt, sweatshirt or polo shirt which has been modified with the addition of ironed-on creases or pleats on the front or back; net shirts
- Any clothing directly related to negative and/or inappropriate cultures

The Principal will handle decisions regarding the appropriateness of clothing. In the event there is a concern regarding clothes or appearance, parents may call the school or the school will contact the parents.

**D. Attendance/SARB Policy**

<b>Unexcused Absences</b>	<b>Excused Absences</b>
<p>3<sup>rd</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator.</li> <li>2. Send 1<sup>st</sup> unexcused SARB letter to parents indicating student is truant.</li> <li>3. Send log to CWA monthly.</li> </ol>	<p>3<sup>rd</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Monitor absences and document how the absence was verified and why. Determine if a health issue exists.</li> <li>2. Monitor patterns: Monday/Friday or certain days.</li> </ol>
<p>6<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator.</li> <li>2. Send 2<sup>nd</sup> unexcused SARB letter to parents and log to CWA.</li> <li>3. Site administration will schedule a Group Attendance Intervention Meeting (GAIM) with parents(s) to resolve attendance issue.</li> <li>4. Parents sign the pre-SARB contract.</li> </ol>	<p>6<sup>th</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Continue to monitor absence.</li> <li>2. Determine if a health issue exists.</li> <li>3. Determine if excessive absences notice should be sent when not related to health issue.</li> <li>4. Excused letter #1.</li> </ol>
<p>9<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator.</li> <li>2. Submit home visit request form to CWA.</li> <li>3. Principal or designee meets with student and parents to discuss absence.</li> </ol>	<p>9<sup>th</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Conduct a 1<sup>st</sup> attendance RtI to address impact absences are having on educational performance and develop a plan for improvement.</li> </ol>
<p>12<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. CWA office will send out 3<sup>rd</sup> SARB truancy letter.</li> </ol>	<p>12<sup>th</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Excused letter #2.</li> </ol>
<p>15<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator to submit a referral to SARB.</li> <li>2. CWA will send SARB letter to parent for a mandatory meeting.</li> <li>3. SARB panel will review documentation and make recommendations.</li> </ol>	<p>15<sup>th</sup> or more excused absences</p> <ol style="list-style-type: none"> <li>1. Conduct 2<sup>nd</sup> attendance RtI meeting.</li> <li>2. Team determines if SARB is appropriate.</li> </ol>
<p>If truancy continues, CWA will schedule 2<sup>nd</sup> SARB meeting for further interventions. CWA will refer parents to the District Attorney meetings.</p>	<p>If absences continue, parent will be referred to SARB. Panel will determine plan of action: Social Services, La Habra Police Department, District Attorney Meetings, and Family Counseling, etc.</p>



**E. Visitor/Volunteer Policy****Classroom Visitation**

La Habra City School District believes that parents are important partners in the success of our school program and welcomes parents and professionals to visit our school sites. In the effort to maintain the integrity of instruction, ensure student confidentiality, maintain a safe school environment and minimize disruption of the instructional process, LHCS D has developed visitation guidelines which are available in the school office. Please check-in at the office for an I.D. badge before going to the classroom.

**Purpose of the LHCS D School Volunteer program:**

The purpose of the LHCS D School Volunteer Program is to enhance student achievement by engaging and leveraging the rich talents and expertise of our local school communities.

School volunteers:

- Reinforce classroom learning by assisting teachers in classrooms with non-instructional tasks
- Support school personnel in the effective operation of schools
- Promote positive partnerships between the home, schools and the community
- Serve as positive role models for students by helping students develop a more positive attitude about themselves, schools and communities

**Section I: Volunteer Application Process**

Individuals are not allowed to begin a volunteer school assignment until the following are completed:

- Volunteer Application Form
- Criminal History Declaration Form
- Expectation and Requirement Form

Volunteers serving at more than one LHCSd school must have a completed application for each school/office on file.

Volunteers serving less than 16 hours per week at a site do not need fingerprinting clearance but need to be checked against the Megan's Law website.

Student Teachers and School Counseling Interns shall be referred directly to the District's Human Resources Department at ext. 80103.

## **Section II: Health And Safety**

**Tuberculosis Clearance:** Tuberculosis (TB) clearance must be presented to school personnel as part of the application process. All TB clearances must be within the last four years prior to the individual starting volunteer service. TB clearances that are older than four years from the time the volunteer application is submitted will not be accepted. ***TB clearance is the responsibility of the volunteer.***

**Sex Offender Statement and Megan's Law:** The school principal or an acceptable designee must check all volunteer applicants against the California Megan's Law online database for sex offender clearance at <http://www.meganslaw.ca.gov/>. Any volunteer applicant whose name appears on the Megan's Law list and is required to register as a sex offender is prohibited from serving as a school volunteer in any capacity including individuals participating in one-time activities.

### **Required for persons volunteering for more than 16 hours per week:**

- **Fingerprinting (Background Clearance):** Fingerprinting by the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) is required prior to the school's submission of the individual's application.
- Fingerprinting must be conducted through LHCSd. Schools with volunteer applicants requiring fingerprinting must contact Classified Personnel at ext. 80302.
- LHCSd employees desiring to participate in a school volunteer program do not have to resubmit a Fingerprinting Application; however, LHCSd employees must complete a volunteer application.

**Section III: Exceptions**

*I.* Volunteer Applications **NOT** required but verification on Megan's Law website required for the following individuals:

- Parents observing their child's classroom and who remain under the direct supervision of an administrator or designee at all times
- Individuals participating in one-time activities where there is limited contact with students or staff and supervision is provided by a certificated District employee. Examples include:

Chaperoning dances or one-day field trips (under 16 hours in duration)

Providing clerical functions that do not involve access to confidential documents or information

Guest speaking engagements

Job-shadowing events from local universities (less than 16 hours in duration)

Field Day

- School volunteers, like all campus guests, are required to sign in at the school office upon entering the school premises and sign out when they exit the campus.

### **VIII. Additional Policies and Regulations Related to Student Safety**

Please see Board Policies and Administrative Regulations for more information about the following:

**Bomb Threats** AR 3516.2

**Bullying** BP 5131.2

**Child Abuse Prevention and Reporting** BP 5141.4/AR 5141.4

**Comprehensive Safety Plan** BP 0450/AR 0450

**Discipline** BP 5144/AR 5144

**Disruptions** BP 3515.2/AR 3515.2

**Dress and Grooming** BP 5132/AR 5132

**Earthquake Emergency Procedure System** AR 3516.3

**Fire Drills and Fires** AR 3516.1

**Gangs** BP 5136

**Hate-Motivated Behavior** BP 5145.9

**Nondiscrimination/Harassment** BP 5145.3/AR 5145.3

**Student Disturbances** BP 5131.4/AR 5131.4

**Search and Seizure** BP 5145.12/AR 5145.12

**Sexual Harassment** BP 5145.7/AR 5145.7

**Suspension and Expulsion/Due Process** BP 5144.1/AR 5144.1

**Suspension and Expulsion/Due Process (Students with Disabilities)** AR 5144.2

**Transportation Safety and Emergencies** AR 3543

**Visitors/Outsiders** BP 1250

**Weapons and Dangerous Instruments** BP 5131.7/AR 5131.7

**Student Handbook:** A copy of Imperial Middle School's student handbook is available in the school office and on our website.

# **La Habra City School District**

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**Washington Middle School  
716 E. La Habra Blvd.  
La Habra, CA 90631  
562-690-2374**



## **COMPREHENSIVE SAFE SCHOOL PLAN 2021-2022**

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**Introduction**

Washington Middle School has a responsibility to provide for the safety of all students and staff in an emergency. An emergency or crisis may affect a single classroom, a building, or the entire school. The plans and procedures found in this Comprehensive Safety Plan provide teachers with a quick review of the steps to take in the event of an emergency on campus.

Safety drills for earthquakes, fires, and other disasters are held regularly to assure the safety of all students. Our school conducts monthly fire and earthquake drills. Lockdown drills are routinely performed. Each teacher reviews emergency procedures with students in order for our pupils to be well prepared. Our team regularly reviews and modifies adaptations to emergency procedures for students with disabilities. These adaptations are communicated with support personnel and practiced in conjunction with school-wide drills.

In the event of an actual disaster, children will remain in the protective custody of school personnel. An emergency card is on file to ensure that students are released to authorized adults. The school is equipped with food, water, and first aid kits. It is essential for parents to keep emergency names and phone numbers up to date at all times.

## **I. The Comprehensive School Safety Plan Overview**

The Comprehensive School Safety Plan (CSSP) is required by Education Code (32282-32289). It is to be reviewed and updated annually by March 1 and submitted for approval to the School Site Council as well as to the District's governing board. The contents of the CSSP should include information assessing the status of school crimes committed on school campuses and at school-related functions, strategies, and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on policies, or procedures, and how you may become involved with school safety programs, please contact:

Greg White, Principal  
Washington Middle School  
716 E. La Habra Boulevard  
La Habra, CA 90631  
(562) 690-2374  
gwhite@lahabraschools.org

Prepared by:

Safety Planning Committee  
School Site Council

- The Comprehensive Safe School Plan will be presented at School Site Council on 2/17/22.
- The Comprehensive Safe School Plan will be presented to the public on 3/10/22.

A copy of the CCSSP is available for review at the Washington Middle School office and at the La Habra City School District Office. In addition, the CSSP is available on the District website at [www.lahabraschools.org](http://www.lahabraschools.org).

## II. General School Information

### A. School Profile

Washington Middle School is located in the city of La Habra and serves approximately 630 students in grades 7 – 8. This middle school offers a comprehensive curriculum with opportunities for students to participate in STEM opportunities and Visual and Performing Arts.

### B. Safe School Mission

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention with emphasis on high expectations for student conduct, responsible behavior, and respect for others.

### C. School Safety Committee Membership

Washington Middle School – School Safety Committee 2021-2022	
Name	Title
Greg White	Principal
Jose Ochoa	Assistant Principal
Julie Cruz	Counselor
Jay Supple	Teacher
Yannis Petrakis	Teacher
Michelle Renteria	Health Clerk
Shannon Belknap	Teacher
Lupe Moser	Clerk
Matt Bridgeford	Teacher
Trang Trotter	School Psychologist

**D. School Site Council Membership**

Education Code Section 35294.2(e) requires that the Comprehensive School Safety Plan be reviewed and updated annually by the School Site Council.

The School Site Council for Washington Middle School during the 2021-2022 school year is comprised of the following individuals:

<b>Washington Middle School – School Site Council 2021-2022</b>	
<b>Name</b>	<b>Title</b>
Greg White	Principal
Josh Kang	Teacher
Julianna Moon	Teacher
Jason Morris	Teacher
Yannis Petrakis	Teacher
Yessica Chavez	Classified
Karla Aldama	Parent
Adela Chavarria	Parent
Artuo Diaz	Parent
Alejandra Gutierrez	Student
Nadia Perez	Student
Lily Venegas	Student

### III. Safe School Reports

#### A. School Crime Status

Washington Middle School does not experience high incidents of crime on campus or during school-related functions.

2021-2022 Summary Data	
Total Suspensions	90
Total Expulsions	1

*This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled.*

#### B. Safe School Assessment Resources

The following resources were analyzed to develop an understanding of current conditions on school safety and standard practices, in addition to developing a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- Parent Surveys
- Student Engagement Survey
- Organization and Planning Survey
- Facilities Inspection Tool

#### **IV. Emergency Response Teams and Support Personnel**

##### **A. Administration**

- Principal: Greg White
- Assistant Principal: Jose Ochoa
- MTSS Tosa: Megan Klein
- School Psychologist: Trang Trotter
- Assembly Area Captain: Matt Bridgeford
- Team Leader #1: Nathan Painter
- Team Leader #2: Yannis Petrakis
- Team Leader #3: Shannon Belknap
- Office Manager: Sonia Kneip

##### **B. Command Center**

- Principal: Greg White
- Assistant Principal: Jose Ochoa
- School Office Manager: Sonia Kneip

Duties:

Principal will:

1. Assist in the flow of communication
2. Assist in the dispersal of students
3. Direct operations and governance
4. Request and/or receive reports from staff members

Office Manager will:

1. Develop a resource log
2. Record the time of all requests of resources, (i.e., fire department, police department, etc.), in the resource log
3. Record times of arrival for all support personnel in the resource log
4. Record other major incidents that take place, such as orders from the La Habra Police Department for lockdown, evacuation, or all clear

Equipment/Supplies:

- Digital two-way radio
- Emergency microphone/megaphone system
- Clipboard, notepad, writing utensil

Location of Command Center:

- Main office.

**C. Assembly Area Team**

Team Leaders:

Shannon Belknap - Teacher

- Team Members – (Eighth grade teachers)

Theary Procaccini

- Team Members - (Seventh grade teachers)

Duties:

Team Leaders will:

1. Collect student accountability forms and roll sheets
2. Inform administration of any issues specific to their team

Assembly Team Members will:

1. Organize and supervise students assigned to them
2. Take attendance and complete student accountability forms
3. Coordinate with EOC regarding student release procedures
4. Maintain calm climate
5. Distribute food, water, and emergency supplies as needed
6. Administer first aid as needed

Equipment/Supplies:

- Attendance rosters
- Pencils
- Student accountability forms
- Family emergency plan checklist
- Classroom first aid kit

Location:

- Midfield
- Students will stand in line according to classroom number



**D. Assembly Area Captain**

Shannon Belknap– Teacher  
Theary Procaccini – Teacher  
Denise Gonzalez – Teacher

**Duties:****Assembly Area Captain will:**

1. Take a leadership role in the absence of the principal
2. Take class attendance, move to the front of the assembly area
3. Receive classroom attendance count from assembly team
4. Report attendance count to the command center
5. Oversee assembly area
6. Assist with first aid in assembly area as needed

**Equipment/Supplies:**

- Clipboards
- Pencils
- Area class rosters/attendance
- Safety vest
- Two-way radio

**E. First Aid Team**

Michelle Renteria – Licensed Vocational Nurse

Lupe Moser – Clerk Typist

Summer Villegas -Teacher

Frank Salcedo-Fierro - Teacher

Jee Kang - Teacher

Shelley Lyon - Teacher

Duties:

The First Aid Team will:

1. Administer first aid and record information of injury(s) and treatment
2. Prepare first aid supplies at the request of the command center
3. Administer first aid and record information of the extent of injuries
4. Receive information from the search and rescue teams
5. Maintain a first aid log of injuries that have been reported by search and rescue
6. Determine the need for additional medical assistance
7. Dispatch personnel to other areas as needed

Equipment/Supplies:

- First aid cards
- First aid supplies
- Stretcher
- Blankets
- Wheelchair
- Two-way radios
- Clipboards
- Pencils
- Safety vests

**F. Fire Team**

Carlos Heredia – Day Custodian

Joe Magana – Evening Custodian

Duties:

Fire Team will:

1. Secure area and evacuate students and staff, if necessary
2. Confirm the existence and location of the fire
3. Notify the command center of existing fire(s)
4. Receive input from the Search and Rescue Team
5. If needed, use appropriate fire control equipment to rescue

Equipment/Supplies:

- CO2 Fire Extinguishers
- Gloves
- Blankets
- Helmets
- Two-way radios
- Safety vests

Assigned Areas:

- Areas affected by the fire and surrounding areas

**G. Search and Rescue Teams**

Team #1 – Jose Ochoa (AP) & Darren Merrill - Teacher

Team #2 – Yannis Petrakis & Teri Jackson - Teachers

Team #3 – Robert Linarez & Jay Supple

Team #4 – April Porterfield – Satellite Kitchen Lead

Team #5 – Megan Klein & Jason Morris– MTSS Tosa & Teacher

Duties:

Search and Rescue will:

1. If they are classroom teachers, release their students to their buddy teacher
2. Report to the first aid station to receive team assignment
3. Sweep through assigned area
  - a. Check each room vocally, visually and physically
4. Report any injuries to the first aid/command center stations using two-way radio
5. Extinguish small fires using classroom fire extinguishers
6. Upon completion of the search, report to first aid team to assist with injuries, if needed
7. Turn in search and rescue assessment forms to the command center
8. Return to assembly area upon completion of all duties

Equipment/Supplies:

- Clipboards
- Search and rescue assessment forms
- Tape
- Flashlights
- Gloves
- Hard hats
- Safety vests
- Two-way radios

Search areas:

- Team #1 - Classrooms and bathrooms in 200 and 300 buildings including boys and girls locker rooms.
- Team #2 - Classrooms and bathrooms in 400 and 500 building bungalows.
- Team #3 - Classrooms and bathrooms in 500 and 600 building.
- Team #4 - Kitchen and bathrooms in the MPR.
- Team #5 - Offices, library, classrooms, and restrooms in the school office

**H. Cafeteria and Custodial Team**

April Porterfield– Satellite Kitchen Lead

Carlos Heredia - Day Custodian

Joe Magana– Evening Custodian

Duties:

Cafeteria and Custodial Team will:

1. Shut off utilities after necessity is determined
2. Lock or unlock gates to provide egress for emergency services
3. Set up tables and chairs at the command center, first aid station, and the parent communication center
4. Determine resources that are available for immediate school use:
  - a. Water, food, power, radio, telephone, and sanitary conditions
5. Report extent of damage to the command center

Equipment:

- Tools and toolbox
- Emergency organization plan
- School maps
- Cooking and serving utensils
- Two-way radios

**I. Parent Communications Team**

Sonia Kneip– School Office Manager

Duties:

Parent communication team will:

1. Set up the parent communication center
2. Display “Parent Communication Center” signs
3. Verify parent/guardian identification on emergency student release cards or the Family Emergency Plan Checklist prior to releasing students
4. Maintain emergency release log of all students released from campus
5. Check off, from the school roster, the names of all students released from campus

Equipment:

- Emergency student release cards
- Class roster
- Emergency release log
- Student support team release notes
- Parent communication sign
- Two-way radio
- Keys
- Clipboard
- Pencil/Pens

Location of the Parent communication center:

- Adjacent to the command center

**J. Support Personnel****School Resource Officer**

The School Resource Officer (SRO) is the sworn member of the La Habra Police Department (LHPD) assigned to deal with Law Enforcement related activity involving any actions in which students of La Habra City School District (LHCSD) are suspects, witnesses or victims or crimes in which the District is the victim.

In addition, the SRO will:

- Serve as a member of the Student Attendance Review Board
- Act as a liaison between the LHCSD and the LHPD
- Provide referrals as needed
- Notify school administration when law enforcement activity off campus has repercussions that affect the school
- Assist in the investigation of ongoing crimes involving LHCSD students, which requires their contact during school hours

**School Counselor**

The LHCSD School Counselor provides all learners access to a developmentally appropriate and comprehensive guidance counseling program focused on academic success, personal and social development, and career and college guidance. Typical duties of the school counselor include:

- Guide individuals and groups of learners through the development of communication, problem-solving, decision-making, social/emotional learning, and conflict resolution skills
- Assist teachers and provide leadership on tiered interventions related to the emotional, social, and personal development of students
- Provide prevention and intervention services for learners such as social skills development, social-emotional learning, and conflict resolution, and crisis intervention
- Consult and collaborate with District specialists such as school psychologists, community liaisons, and school nurses to provide families with information on community-based resources
- Participate in the School/District crisis team

**Preparing for an Emergency and Site Maps****K. Before an Emergency**

It is important for the school to be surveyed with evacuation in mind. This includes identifying potential hazards both inside and outside:

#### Inside

- Suspended ceilings, hanging light fixtures
- Large windows not protected against shattering
- Bookcases, cabinets, computers, TV's, VCR's and projectors
- Storage areas with cleansers, paint or hazardous materials

#### Outside

- Places where the natural gas supply, water, sewer or electrical grids cross the site
- Power lines and electric shock hazards such as fences and metal buildings

Areas near buildings and covered walkways where debris, roof tiles or glass may fall

- Routes past concrete walls
- Trees

#### Additional Preparation

- Designate evacuation routes without overhead hazards and other types of hazards
- The needs of students with disabilities should be considered when planning an evacuation
- Assembly areas should be as close to the evacuated facility as safe
- Establish alternate routes to the designated assembly areas
- As staff plans their evacuation routes, always make sure they know what they want to do and where they want to go
- School emergency plans should be reassessed after every emergency and modified as needed
- Necessary changes are to be reported to the administrator
- Staff will be trained to implement the plan
- Exercises will be conducted monthly each school year
- Alternate routes and methods will be practiced
- Substitutes, temporary faculty, and staff should review these emergency response guides before beginning class or work
- Employees are to be prepared to receive students who may be evacuated from another school
- Identify those employees responsible for securing student medicine and emergency cards



**Emergency Two-Way Radio Communications**

The District's two-way radios are assigned to each school site. Channel 1 is for emergency use only. In the case of an emergency, when landlines and cell phone communications have been interrupted, all communication over the two-way radios shall be limited to that of an emergency nature.

All administrators are to practice using their two-way radio during drills.

**Use of Two-Way Radio Communications**

During a District-wide drill or a real emergency, all sites shall use the Emergency Channel to communicate with the District Emergency Operations Center (EOC). No one shall proceed with transmission before they identify themselves and their location (i.e., site) prior to transmitting a message.

When applicable, the school site administrator in possession of the digital hand-held radio should turn it on as soon as possible during or following an emergency that has affected the landlines and cell phone communications with the District Office.

If an emergency occurs, which has only affected your school and you have lost landlines and cell phone communications with the District Office, turn on your District digital two-way radio, identify yourself and your site location, wait for an acknowledgment and proceed with your transmission.

Following a natural disaster, such as an earthquake, the school site administrator should not attempt to transmit a message until the District EOC center begins the roll call unless there is a life-threatening injury or situation.

The roll call is as follows:

When the District EOC Incident Commander says, "Beginning roll call," the school site administrator should prepare to identify himself/herself and give an assessment of injuries and/or damage to the site.

## Evacuation Should Never Be Automatic

There may be more danger outside than inside. There may be no safe assembly areas outside. There may be no clear routes to get outside.

Teachers are to survey their classrooms to see if it is safe to stay inside. It may be safer inside the classroom, even in the dark, than outside in danger. Before a decision is made to vacate a classroom or school, it must be determined if there is a safe route and a safe place to assemble the students.

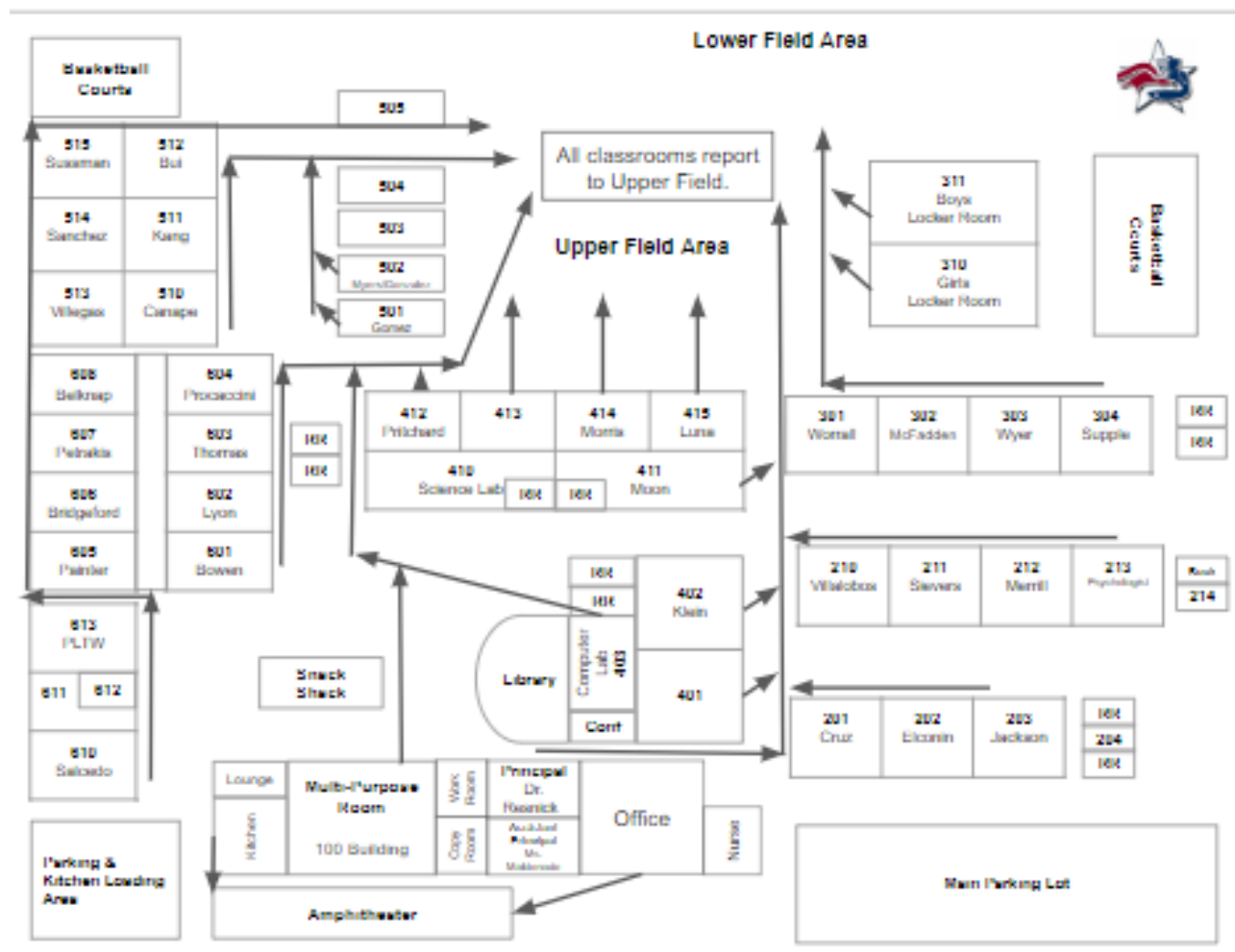
### Administrators

- When an emergency occurs, assess the situation and notify the School Resource Officer and Superintendents' Office
- Determine what is going on outside and inside the site
- Evaluate the short and long-term effects
- If needed, call 911 and request assistance
- Decide whether to keep students and staff in place or to evacuate all or part of the student body
- Contact teachers and staff to inform them of the situation
- Initiate initial response actions
- Mobilize your emergency management organization
- Determine the safest course of action
- Establish preferred routes and where to place the assembly area
- Formulate an incident response plan
- Communicate your directions to faculty, staff, and students by telephone, two-way radio, PA system, intercom or runners
- Notify District Public Information Officer (PIO).
- Follow up to see that your instructions were carried out as intended
- As needed, modify your plan to meet new needs or contingencies
- Keep the District informed of your status and needs

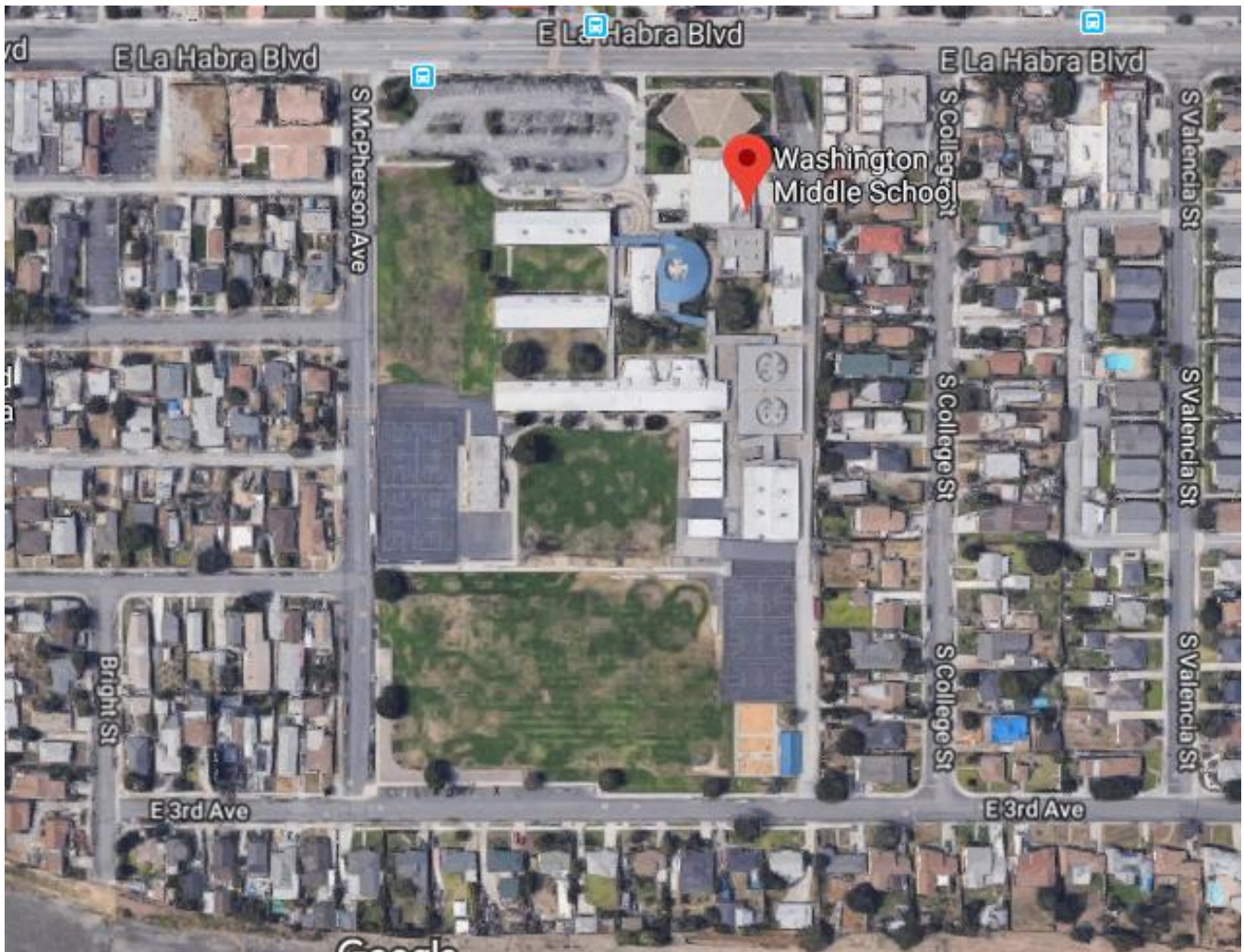
### Faculty/Staff

- When an emergency occurs: DO NOT automatically move students into the corridor or outside the building
- Evaluate the situation and inspect the area for hazards and dangers
- If a long period of time has elapsed and you have received no instructions, you will need to decide whether to remain or to evacuate
- If you need to move, determine the safest way to move your students and decide where you are going before you depart
- Account for your students before you leave the classroom and after you arrive at your safe site
- Take your roll sheet
- Once you get to the assembly area, communicate your whereabouts to the Superintendent's Office

# L. Site Map – Evacuation Plan



**M. Safe Ingress and Egress to School**



**Site Evacuation**

If the administrator in charge decides that imminent danger to life exists, he/she may order an evacuation. Evacuation will be made in accordance with the site evacuation plan. Take your two-way radio with you to communicate your progress/problems with the Emergency Operations Center.

Students who are capable of walking will stay on the sidewalks and proceed to the next designated alternate site. The primary assembly area will be:

Mid Field – Grass Area

The secondary assembly area will be:

Basketball courts by Mc Pherson street

- To evacuate by bus, the administrator in charge is to contact the Emergency Operations Center who will contact the transportation provider to arrange to have busses dispatched to the site for student/staff pick up
- Busses will drop off students at the nearest alternate site
- The assembly area will be the field area
- The EOC will contact the Superintendent and the Emergency Services Coordinator advising them of the status (number of student/staff and others to be transported)
- Students will be released only to individuals listed on the emergency card
- Notification must be left at the school site indicating the address where students have been relocated
- The administrator in charge will direct all further action

Off-Campus Emergency Evacuation Sites:

Plan A: Lot at North/Western corner of Harbor and La Habra Blvd.

Plan B: El Centro Park

## N. On-Site Assembly Area

Primary/Short Term: **Mid-field – Grass Area**

Secondary /Long Term: **Basketball Courts**

1. Take roll count of students and report findings to the administrator in charge
2. Assess medical needs
3. Request assistance as needed
  - The Maintenance Department will act as the Emergency Operations Center (EOC) for the District. The District EOC will have the ability to contact and request assistance from the City. Requests for additional assistance will be made through the City's EOC to the county operations area.
  - The School District EOC, after the emergency, will begin contacting all schools in alphabetical order starting with elementary schools to ascertain damage assessment and needs requirements. If an emergency exists at your site, feel free to break in and communicate your needs. (Use Emergency Channel 1).
  - If the District cannot dispatch help, then the City EOC will be contacted to request assistance/aid.
  - When the La Habra Police Department responds and sets up a command post, the Principal or their designee shall partner with the officer and respond to the command post.
4. Provide medical care
5. Provide for mass care needs (i.e., food, water, shelter, sanitation)
6. Do not light fires or touch fallen wires
7. Be alert for instruction from the administrator in charge
8. Do not attempt to enter a building until it has been declared safe by an authorized official
9. During a major emergency incident, students will only be released to the parent, guardian or the adult specified on the emergency card\*

\*There shall be no exceptions to the policy. Students who are not picked up by their parents may be transported to another shelter. Emergency response personnel may not arrive at school for several hours. It will be the school's responsibility to care for students and staff.

**V. Emergency Response Plans****A. Armed Assault on Campus**

An armed assault on campus involves one or more individuals who attempt to take hostages or cause physical harm to students or staff. Such incidents may involve a sniper, an intruder, gang warfare, civil unrest, hostage situation, or police activity such as a stakeout or vehicle pursuit.

Initiate warning system to alert staff:

1. The Principal/Designee will call 911, and then notify the Superintendent's Office
2. The extent of the emergency will dictate the course of action needed. The Principal or their designee will take appropriate action to assure that students and staff, if outdoors, return to and remain inside the buildings. All outside doors should be locked
3. Upon return to buildings, teachers will initiate roll call
4. Staff should take steps to calm and control students in all areas of assembly or shelter
5. Students and staff will remain indoors with lights off and keeping away from all windows until law enforcement confirms that the emergency no longer exists

**B. Armed Student(s) – Possession Only**

Any staff member must report to the school administration if a student is suspected of having a weapon on campus.

**\*\*DO NOT** approach the student

**\*\*Stay** calm

**\*\*In** the safest manner possible, contact the administrator

**\*\*DO NOT** attempt to retrieve the firearm

**\*\*DO NOT** restrain or discipline the student

When an administrator or law enforcement arrives, discuss the following:

**\*\*Room** number

**\*\*The** name of the student

**\*\*The** exact location of the student in the classroom

**\*\*Type** of weapon suspected

**\*\*Location** of the weapon

**\*\*Number** of students in the classroom

**\*\*Demeanor** of the student and any other useful information

If the student brandishes the weapon, see “Hostage Situation Procedure.”



**C. Animal Disturbance**

This procedure should be implemented when the presence of a dog, skunk, coyote, mountain lion, snake or any other animal threatens the safety of students and staff.

Principal or their designee will call 911 as the circumstances would dictate.

The Principal or their designee will initiate the appropriate actions, which include LOCKDOWN or EVACUATION from the affected area.

Upon discovery of an animal, staff members will attempt to isolate the animal from students. If the animal is outside, students will be kept inside. If the animal gets inside, then the students will remain outside. It is suggested closing doors or locking gates as a means to isolate the animal.

The La Habra Police Department's Animal Services Division should be notified in a timely manner.

**D. Biological/Chemical Release**

Inside the classroom:

- Faculty/Staff will inform the principal
- Evacuate the building in a safe manner upwind of the affected area
- The Principal will have security/utilities team isolate and restrict the area
- Faculty/Staff will turn off local fans, close windows, shut down building's air handling system
- Faculty/Staff will check for any students having any contact with hazardous substance/s

Outside the classroom and localized:

- The Principal will direct staff to remove students from the affected area and proceed upwind of area
- The Principal will call 911
- Security/Utilities team will isolate and restrict affected area Faculty/Staff will turn off local fans, close windows, shut down building's air handling system
- Faculty/Staff will check for any students having any contact with a hazardous substance
- The Principal will notify the Superintendent's Office

Surrounding Community:

- The Principal will be informed or will determine if a potentially toxic substance has been released into the atmosphere
- The Principal will initiate an evacuation or lockdown if necessary
- Security/Utilities team will turn off all local fans, shut down building air handling system, lock doors and windows, seal gaps under windows with wet towels or duct tape, seal vents and turn off sources of ignition as practical
- All students located outdoors will be directed to proceed immediately to nearby classrooms or buildings
- The school will remain in lockdown mode until an appropriate agency provides the clearance
- The Principal will notify the Superintendent's Office

**E. Bomb Threat**

Any person receiving a telephoned bomb threat should:

- Keep the caller on the line as long as possible.
- Alert the administration in an appropriate manner.
- Try to determine the age and sex of the caller.
- DO NOT take any chances and contact the school administrator for every threat.
- Leave environment where the bomb is supposed to be as is (i.e., if the door is open, leave open; if lights are on, etc.)
- When directed to do so, evacuate all students and staff from threatened area or buildings.
- Do not remove anything from the classroom and instruct students to leave all backpacks behind.
- If a device is located or observed DO NOT TOUCH IT or MOVE IT.
- Evacuate and wait for further instruction.
- Expect the police department to ask the staff if they had seen anything out of the ordinary.
- School personnel should not search for the device or enter the area.

**F. Demonstration/Walkout**

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

- Faculty/Staff will notify school administration immediately.
- The Principal will call 911.
- School administration will initiate appropriate response action, which may include a LOCKDOWN.
- School administration will notify the Superintendent's Office.
- School security will immediately proceed to the front of the school and control the campus.
- School administration will designate staff to accompany students going off campus for supervision and to notify law enforcement.
- Students not participating in the unlawful demonstration will remain in the classroom.
- Teachers will close and lock doors; all staff will close window coverings.
- School administration will notify parents of the incident as appropriate.

**G. Disorderly Conduct**

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

THE GOAL IS TO CALM AND CONTROL THE SITUATION AND ATTEMPT TO ISOLATE THE PERPETRATOR FROM OTHER STAFF AND STUDENTS TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

- The Principal will call 911 as the circumstances dictate.
- The Principal will initiate appropriate immediate response actions, LOCKDOWN or EVACUATION.
- The Principal will assign a staff member to meet police and escort them to the location of the disturbance.
- The Principal will contact the Superintendent's Office as soon as practical.
- Classes should remain in session until law enforcement determines the situation is under control.
- If the perpetrator is a student, police will decide if or when to contact family.

School personnel at the scene of the disturbance:

- Clear bystanders and encourage students to "go about their business" and not get involved
- Intervene to defuse the situation to the extent possible without threatening your own or staff safety

**H. Earthquake**

If inside a building:

1. Implement “DROP, COVER, HOLD ON” and do not face the windows
2. Take precautions against falling objects
  - a. Get beneath a desk, table or bench and assume Drop, Cover and Hold position (kneeling with hands on head)
  - b. If cover is unavailable, get against an inside doorway or crouch against wall and cover head
  - c. Stay away from outside walls and area where there are large panels of glass or heavy suspended light fixtures
3. After the earthquake is over and the ground has stopped shaking, evacuate to the assembly area via designated evacuation route. (Beware of fallen objects, electrical wires, etc.)
  - a. Implement “buddy system” to handle any injuries (i.e., one teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes)
4. Take roll at assembly area, report information to assembly captains, and report to duty stations

If outside:

1. Implement “DROP, COVER, HOLD ON”
2. After the earthquake is over and the ground has stopped shaking, evacuate to the assembly area. (Beware of fallen objects, electrical wires, etc.)
3. Take roll at assembly area, report information to assembly captains and report to duty stations

Materials Needed for Evacuation:

1. Emergency Folder
  - a. Emergency procedures
  - b. Evacuation map
  - c. Class rosters
  - d. Classroom attendance count
  - e. Notepad and pencil
2. First Aid Kit

**I. Explosion/Risk of Explosion**

In the event of an explosion or risk of an explosion, such as those caused by leaking natural/LP gas or other causes, the following actions will be needed:

1. Faculty/Staff will give the command to “Drop-Take Cover.”
2. Site Administrator will call 911
3. If the explosion occurred within a building or threatens a building, the staff should immediately implement action to evacuate the building
4. Sound the fire alarm
5. Move to an area of safety as far away from the hazard as possible and maintain control of students
6. Render first aid as necessary
7. Use a fire extinguisher if appropriate (Note: Staff should be aware of locations and proper use of fire extinguishers)
8. Take roll
9. The administrator will direct further action as required
10. Students and staff should not return to the school until the Fire Department Officials and Law Enforcement declare the area safe
11. The Administrator will assess the situation and call the District Office Disaster Preparedness Coordinator as soon as practical
12. Students/staff will evacuate buildings in a direction away from the threat of explosion and move to a location upwind and as far away from the site as possible
13. Take roll again
14. The site administrator will direct further action as necessary

**J. Fight/Large Group Disturbance/Riot**

THE GOAL IN THIS SITUATION IS TO PREVENT ESCALATION AND CONTAIN THE AREA TO THE EXTENT POSSIBLE UNTIL POLICE ARRIVE.

School Personnel:

- The principal/designee will call 911
- The principal/designee will meet police and escort them to the location of the disturbance.
- School personnel should contact school security immediately.
- Faculty/Staff will hold classes, if in session until law enforcement determines the situation is under control.
- Clear bystanders and encourage students to “go about their business” and not get involved
- Intervene to defuse the situation to the extent possible without threatening your safety or the safety of your staff
- The administrator will inform the Superintendents’ Office as soon as possible



**K. Fire on School Grounds**

If a fire starts anywhere on the school campus:

1. The person discovering a fire or smoky area within the school perimeter will contact the office immediately
2. The principal or designee will sound the fire alarm immediately. In the case of electrical failure, the principal or designee will disperse a team to make the fire announcement.
3. Students and staff will evacuate the building in accordance with the fire evacuation route posted in each room
4. Teachers must take emergency folder and first aid kit when evacuating
5. Turn off lights and overheads when leaving room
6. Close all doors upon exiting room or building
7. Implement "Buddy System" to handle any injuries (teacher remains with injured student and "Buddy Teacher" supervises the evacuation of both classes)
8. Use emergency folder contents to:
  - a. Take roll.
  - b. Complete attendance count form.
  - c. Send attendance count form to assembly captains.
  - d. Report to duty stations.
9. The administrator will inform the Superintendents' Office as soon as possible.

Dispatch Numbers:

La Habra City Police Department - (562) 383-4300

Los Angeles County Fire Department - (562) 868-0411

Dial 911 in case of an emergency

**L. Fire in Surrounding Area**

This procedure addresses the situation when a fire is discovered in an area adjoining the school. Decisions should be made based on the size and location of the fire, proximity to the school and how likely the fire will affect the school.

1. Principal/Designee will initiate appropriate response action, lockdown, evacuation or off-site evacuation.
2. Principal/Designee will notify police – 911

If Evacuation:

1. Students and staff will evacuate the building in accordance with the fire evacuation route posted in each room.
2. Teachers must take emergency folder and first aid kit when evacuating.
3. Turn off lights and overhead projectors when leaving the room.
4. Close all doors upon exiting room or building.
5. Implement “Buddy System” to handle any injuries (teacher remains with injured student and “Buddy Teacher” supervises the evacuation of both classes).
6. Take roll at the assembly area, report information to assembly captains, and report to duty stations.
7. The administrator will inform the Superintendents’ Office as soon as possible.

Air Quality

1. If the air quality is poor due to smoke, dust or ash particles in the air, then the principal or site administrator may decide to limit physical activity for the period of poor air quality.

**M. Flooding**

This procedure applies whenever storm water or other sources of water intrude or threaten to intrude school grounds or buildings. Flooding may occur because of prolonged periods of rainfall, where the school would have sufficient time to prepare.

Alternatively, flooding may also occur without warning because of damage to water distribution systems.

- The principal or designee will initiate appropriate immediate response actions;
  - LOCKDOWN, EVACUATE, or OFF-SITE EVACUATION
- The principal or designee will notify 911
- Principal or designee will notify the Superintendent's Office

**N. Food or Water Contamination**

This procedure should be followed if site personnel suspect contamination of either food or water. It 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 or water contamination.

Indicators may include unusual odor, color, taste, or multiple employees experiencing nausea, vomiting or other illness.

The principal or their designee will:

- Isolate suspected contaminated food/water and restrict access to the area
- Notify 911
- Notify the Superintendent's Office
- Will cooperate with the Orange County Public Health Department
- Notify parents of affected students

The Faculty will:

- Make a list of all potentially affected students and staff
- Make a log of symptoms, the suspicious food/water, quality and character of products

Medical first responders will assess the need for medical aid.

**O. Hostage Situation**

Remember Time is on your side!

If the entire classroom is taken hostage:

Do

- Stay calm
- Obey suspect's commands
- Be passive
- Try to calm suspect and listen to complaints or demands
- Keep students calm and don't allow them to agitate the suspect
- Ask permission of suspect at all times

Don't

- Try to be a hero
- Challenge the hostage taker
- Confront the hostage taker
- Argue or fight
- Use words "hostage, captive or negotiate"

KEEP ALL RADIOS, TV'S AND COMPUTERS TURNED OFF. If possible and without increasing risk to you, minimize any possibility that the suspect can hear or see NEWS REPORTS.

Be calm and patient and wait for help. Keep in mind the average hostage incident lasts approximately six to eight hours.

**TIME IS ON YOUR SIDE!**

**P. Intruder(s) on Campus**

A campus intruder is anyone who loiters or creates disturbances on school property.

Daily routine:

- It is important to maintain a closed campus requiring all visitors to register at the office
- Visitors must receive a badge that identifies them as having registered
- Staff must address ALL individuals found on campus who have not obtained the appropriate visitor badge, as safety permits, and direct them to the school office

In the case of a disturbance:

- Staff should contact the school office and give the location of the suspected intruder
- Depending upon the circumstances, lockdown procedures may be implemented
- Wait for instruction from the administrator
- During the lockdown, if you see the intruder, contact the office and give the location immediately
- The principal or the school administrator will call 911 if required
- After the lockdown, take roll and notify school administration of any missing students
- Limit phone and radio traffic to emergency use
- The administrator will notify the Superintendent's Office if needed
- Remain on lockdown mode until released by law enforcement

**Q. Site Initiated Lockdown**

Public Address notification: **This is a lockdown; this is not a drill.**

If INSIDE a building:

1. Lock your door immediately upon notification of lockdown.
2. DO NOT LET ANYONE IN YOUR ROOM AFTER YOU HAVE LOCKED THE DOOR.
3. Close drapes, blinds or other window coverings that may exist.
4. Direct students to sit on the floor, as low as possible being as quiet as possible.
5. Take roll and make a list of missing students.
6. Remain inside of classroom or building and DO NOT let anyone out until an administrator has given an all-clear announcement

If OUTSIDE a building:

1. Immediately report to your room bringing all students in the area into your room even if the student is not on your roll.
2. LOCK YOUR DOOR IMMEDIATELY UPON NOTIFICATION OF LOCKDOWN.
3. DO NOT LET ANYONE IN YOUR ROOM AFTER YOU HAVE LOCKED THE DOOR.
4. Close drapes, blinds or other window coverings that may exist.
5. Direct students to sit on the floor, as low as possible being as quiet as possible.
6. Take roll and make a list of missing students.
7. Remain inside of classroom or building and DO NOT let anyone out until an administrator has given an all-clear announcement

Students and staff caught outside during a lockdown:

1. Individuals who are found outside of a secure building during a lockdown should look for an open room.
2. If you become aware of staff or student locked outside of classrooms inform the office immediately.
3. In the event that a secure classroom cannot be located, students should seek cover in a restroom.

**La Habra Police Department Initiated Lockdown**

The La Habra Police Department is charged with ensuring public safety in a manner that facilitates a swift and positive resolution while minimizing the impact on the community and affected schools. In an effort to ensure a proper response to incidents that can potentially impact schools within the city, the La Habra

Police Department is working with other local law enforcement agencies and schools to establish a uniform response plan. As such, a 3-level lockdown procedure has been established in order to ensure the safety of students and staff, as well as ensuring that there is minimal (yet still safe) impact on the learning environment.

#### Notification procedures:

Nothing in this procedure is intended to limit the school's ability to implement a lockdown on their own. However, in instances where the police department is requesting the school implement a Level 1, 2, or 3 lockdowns, the La Habra Police Department personnel will notify the school's principal (or their designee) via telephone. That notification may be requested by the Incident Commander (Field Supervisor or their designee) or the School Resource Officer and will typically be made by communications (Dispatch) personnel.

#### Levels of a lockdown:

This procedure involves three (3) different levels, based on the severity of the incident, taking into account the following information:

- Nature of the incident at hand
- Nature of any suspect(s) involved (including known criminal history, crime alleged, weapons, gang affiliation, threats made, etc.)
- Proximity to the affected school

*In any of the lockdown levels, it is imperative that school staff follow all campus safety protocols (which should be known and familiar to them via their administrations). Regular practice drills are strongly suggested. Staff should also be reminded to maintain a calm, yet assertive demeanor, as this greatly influences the students' response to the direction they receive.*

*It is critical that staff members be adaptable to take the necessary means (using their training, knowledge of policies, and common sense) to safely resolve a situation at hand.*



LEVEL 1: “ALERT” - (Yellow)

Level 1 lockdowns will result in the affected school securing its perimeter gates, if applicable, and restricting access on and off campus. This is the least restrictive level in terms of impact to the affected school site. In most instances, students will not be aware of an “ALERT” status, as classes will continue as normal. Campus supervisors and administrators should take steps to have a visual presence on campus to ensure the safety of their school.

- Example: The police department would notify the affected school that they are conducting police activity (i.e., search/arrest warrant, or some other police activity) in the general vicinity of the school, but they do not expect it to affect school operations

LEVEL 2: “CAUTION” - (Orange)

Level 2 lockdowns are more restrictive and will result in students being kept inside classrooms, with unsupervised movement on campus prohibited. School staff will conduct thorough site patrols to ensure all students are in a classroom.

- Example: A police pursuit terminated near the affected school and police are searching the general area for the suspect; there is no additional information to believe that the suspect is armed or dangerous
- Example: This level of lockdown is typically used for instances in which there is police activity near the school, but generally not directly affecting the campus
- A student who is not in a classroom (i.e., in a hallway, quad area, etc.) at the time the level 2 lockdown is implemented should be directed to the nearest classroom and accounted for by staff
  - Once safely inside and accounted for, the student can then be escorted by staff back to ensure safe arrival to his/her designated class/teacher
- Supervised student movement can be allowed in cases of need (i.e., bathroom necessities), but should be conducted on a case-by-case need and assessment
- Generally, classroom instruction should continue as usual
- In summary, a Level 2 lockdown allows for the continuance of normal “inside classroom” activities; however, unsupervised student movement on the campus should not occur
- Any outdoor activities (i.e., PE classes, should be directed into a structure, such as the gym or classroom) until the level 2 lockdown is lifted

LEVEL 3: “EMERGENCY” - (Red)

Level 3 lockdowns will be initiated when the incident poses a significant threat to the safety of the students at the affected school site and will result in the most substantial steps being taken by the school and the police department to maximize the safety of students and staff. In the event of a Level 3 lockdown, all student and staff movement should cease, and staff should ensure that students shelter in place and that the school’s lockdown measures are implemented:

- Students should take positions of safety within classrooms
  - All known students shall immediately be brought into the nearest classroom and accounted for
  - Lock and secure classroom doors and remain inside
  - Close any shades, drapes or blinds and keep students away from windows
  - Keep students calm and quiet (**your demeanor has a direct impact on student demeanor**)
  - Turn off lights and cover windows, if possible
  - Have students sit on the floor or remain under desks and tables
  - For rooms that have doors that open inward, consider placing furniture in front of doors to block access
  - Remember lessons from “RUN, HIDE, FIGHT” philosophy (if this training was provided to you)
  - **MENTALLY PREPARE YOURSELF TO TAKE NECESSARY ACTION** – should the situation call for it
  - Take roll and notify the office of any students from other classrooms
  - Follow specific campus safety protocols
  - Wait for further instructions from school administrators
- Example: This level of lockdown will be used for the most severe types of incidents where it is believed that there is an imminent threat to students and staff. Examples would include an active shooter, armed intruder on campus, or other incident that necessitates the immediate lockdown of the school site.

#### Deployment of officers to affected schools:

In the event of a Level 2 or Level 3 lockdown, and depending upon available officers, the La Habra Police Department will make every effort to have a School Resource Officer (SRO), or other designated officer, respond to the campus to meet with school administrators, ensure the safety of students, and facilitate the orderly operation of the lockdown from initiation to conclusion. The responsibilities of the assigned officer include but are not limited to:

- Direct interaction with the principal or designated staff member
- Direct communication with the Incident Commander
- Relaying critical information which directly impacts the school
- Planning and coordination of school evacuations, if necessary
- Planning and coordination of dismissal of students to parents/guardians
- Traffic staging and management (i.e., parents, buses, etc.)
- Notification of principal or designee upon resolution of the incident
- Contingency planning with school staff in the event that the incident escalates, is prolonged, or directly involves the campus
- Determination of the need for additional resources (i.e., additional officers, SWAT, medical, bomb squad, etc.) and requests through the Incident Commander

#### Communications center responsibilities:

In the event of a lockdown, police department personnel shall notify the affected school as soon as possible and advise them of the lockdown level. In the event of a Level 2 or 3 lockdowns, communications personnel will make every attempt, based on available resources, to have an officer deployed to the affected school, with School Resource Officers (SRO's) being the preferred option.

#### Determination of need for lockdown:

The determination for the need to institute a school lockdown in most cases will be the responsibility of the Incident Commander or highest ranking officer on scene (generally the Field Sergeant or Corporal) but can be made by any officer who believes that current circumstances dictate the need for such lockdown. In the event that a school lockdown becomes necessary, the affected school(s) should be notified as soon as possible via telephone to the school office. This notification should be made through the police department's communication center. The caller should obtain and provide the following information when feasible:

- Name of the school staff member being contacted
- Advise the school of the necessary lockdown and level
- Provide basic information regarding the need for the lockdown (including police activity, if possible)
- Estimated duration, if that can be forecasted
- Obtain the name of the school's point of contact, in the event an officer needs to respond (this should include contact numbers, including cell phone number and is typically the principal)
- Provide a number for the school to call back (in a Level 3 lockdown, Dispatch may be too busy to field additional calls and consideration may be given to using desk personnel, or other personnel as decided upon by the Watch Commander or his/her designee)

#### Notification of affected police department personnel:

A school lockdown has the potential to impact operations of the entire affected school district, as well as the police department and other city services. For this reason, it is essential that proper notification is made to affected personnel. Typically, notifications will be made by the on-duty Watch Commander, but may be made by the Communications Bureau in the event that the Watch Commander is unavailable or at his/her request:

- Field personnel should notify (or have Dispatch notify) the Watch Commander should a school lockdown be implemented
- The Watch Commander or his/her designee should notify the Chief of Police and Command Staff regarding school lockdowns
- The Chief of Police (or his designee) will be responsible for making notifications to the affected school district's superintendent
- The Chief of Police (or his designee) will be responsible for making any department level notifications (City Manager, City Council, etc.)
- The Watch Commander or Dispatch should notify the department's Public Information Officer (PIO) who will coordinate with the school district's PIO

#### Notification of affected school district personnel:

Schools should establish protocols for making necessary notifications in the event of a school lockdown. These notifications take into account the need to notify the following:

- School district personnel
- School administrators and faculty
- Students
- Parents of students

#### School district personnel:

Because a school lockdown has the potential to create widespread concern within the community, it is essential that administrators of the affected school have a plan in place to notify their respective school district offices. School districts should establish notification guidelines and responsibilities as necessary to accomplish this task.

School administrators and school personnel:

Schools should ensure that in the event of a lockdown, they have procedures in place to make necessary notifications to all administrators, as well as affected staff members, in order to ensure a safe environment for all involved:

- Schools may consider utilizing public address systems to make notifications (keep in mind that if you announce a lockdown over a PA system, you may cause unnecessary alarm for students)
- During Level 2 or 3 lockdowns, the school office, including the attendance office will be inundated with phone calls and may want to consider utilizing computers (mass emailing updates to staff) in lieu of telephones
- During Level 2 or 3 lockdowns, student accountability is important and schools are encouraged to develop a plan by which staff can utilize computers to notify the attendance office of any additional students that may have sought shelter in their classrooms (this frees up telephone communication for emergency calls and provides an electronic copy of attendance records, which is important because, during chaotic situations, information may not get relayed accurately over the telephone)

Important Note:

Schools may want to consider a secondary location for operations, in the event that the school office becomes inaccessible. That secondary location should have the necessary equipment, including computers, phones, contact information, and phone numbers.

**Students:**

Schools should rehearse lockdown drills with their students to ensure that in the event of an actual lockdown, students understand the procedures. Additionally, since it has been proven that students will inevitably use cellular devices to communicate with parents and friends about the events occurring, it is suggested that schools use this effective device to their advantage by encouraging students to notify their parents that they are “OK” and providing updated information to parents about evacuations and student pick up areas.

By encouraging students to text their parents with updated information, schools have a better chance of reducing potential panic by controlling or dictating the message being disseminated.

Consideration should be given to having the responsible staff member (teacher) orchestrate a text from their students to the parents. For example:

The teacher can instruct his/her class: “Students, get out your cell phones and, together, we are going to put them on the ‘silent function.’ Now, I want you to type the following message to your parents, ‘Mom/Dad...I AM OK and SAFE, but the school is in lockdown. Do not respond to the school. They will not let you in until it is done. I AM OK. Either I or the SCHOOL will let you know when it is over.’”

**Parents:**

In the event of a school lockdown, parents will be understandably upset and concerned about the safety of their students. This leads to a potentially overwhelming burden on office personnel tasked with monitoring telephones. In order to reduce this burden, schools should develop or incorporate a method of electronic or cellular notification to parents. Commonly known as a “reverse phone system,” schools can send out mass phone messages, texts or emails, alerting parents to the fact that there is a lockdown in place and provide updates. Consideration should be given to send similar language as cited in the previous section concerning students sending texts.

Some school districts and cities utilize social media, such as Twitter and Facebook, as an additional means of providing information in times of crisis. Whichever method schools choose, certain basic information should be provided in a timely manner and schools should designate several staff members to be responsible for the dissemination of this information:

- School(s) that are affected
- Alternate pick-up sites for parents to respond in order to retrieve their student(s)
- Timely updates regarding the school lockdown
- Reassuring parents that their students are safe and giving updates as necessary

**Important Note:**

The school should designate a staff member with the responsibility for disseminating information. The Administrator or designee needs to approve the released information. This ensures that the most accurate and up-to-date information is being released and does not jeopardize safety or facility security, or create additional burdens for the school or law enforcement. Schools may want to consider creating a form for such releases, which include the message, signature of the person authorizing the release, and the time and methods in which the message was disseminated.

**R. Loss or Failure of Utilities**

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

- If water or an electrical line is broken, an effort should be made to turn off the water or power to the affected area and notify the school administrator immediately
- Upon notice of loss of utilities, the school administrator will initiate appropriate immediate response actions, which may include LOCKDOWN or EVACUATE BUILDING(S)
- The school administrator will notify the Maintenance and Operations Department and will provide the location and nature of the emergency
- The school administrator will notify the superintendent of the loss of utility service
- If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion



**S. Motor Vehicle Crash**

If an accident, such as a motor vehicle collision occurs on or near campus, or if a student or staff member is seriously injured on campus:

- Principal or designee will call 911
- Principal or designee will contact the school office to report the incident and any persons injured or trapped
- If NO buildings are in immediate danger, staff will instruct students to stay in their classrooms
- If buildings are damaged, staff will evacuate everyone from the building as appropriate
- Employees will maintain control of students and take roll
- If evacuated, wait for instructions from the administrator

**T. Plane Crash**

If an accident, such as a plane crash happens on or near campus, or if a student or staff member is seriously injured on campus:

- Principal or designee will contact the school office to report the incident and any persons injured or trapped
- If NO buildings are in immediate danger, staff will instruct students to stay in their classrooms
- If buildings are damaged, staff will evacuate all students and staff from the building as appropriate
- Employees will maintain control of students and take roll
- If evacuated, wait for instructions from the administrator

**U. Helicopter Landing**

On occasions, law enforcement or an air ambulance is required to land on a school campus. In the event that a school is to be used as a landing zone in an emergency the principal or designee should:

1. Contact the School Resource Officer to assist in the coordination of events between law enforcement and the school office
2. Notify all staff of the pending landing
3. Initiate a “Lockdown” restricting all students to their classrooms, canceling or postponing lunch and/or recess until the helicopter has departed from the campus
4. Notify the District Office and keep them updated on the circumstances

**V. Severe Heat Advisory**

In cases of an extreme temperature advisory, the following guidelines should be followed:

1. Outdoor activities by students and staff shall be modified to prevent heat stroke or heat exhaustion during hot weather.
2. When temperatures are 80 to 90 degrees Fahrenheit, the following precautions **shall be taken**:
  - a. Allow unrestricted access to water.
  - b. Provide adequate time (at least ten minutes per hour) for rest and cooling.
  - c. Carefully watch those athletes/students with a tendency toward obesity and those with a history of heat-related illness, for signs of hyperthermia.
  - d. During periods of moderate to high humidity, avoid prolonged vigorous activity.
3. When temperatures are 90 to 100° Fahrenheit, the following precautions shall be taken:
  - a. Avoid any prolonged vigorous activity, regardless of humidity level.
4. When temperatures are above **100° Fahrenheit**, the following precautions **shall be taken**:
  - a. All vigorous outdoor activity is to be avoided.
  - b. Limit outdoor activities to short periods of time.
  - c. Allow unrestricted access to water, even indoors.
  - d. Carefully watch those athletes and students with a tendency toward obesity for signs of hyperthermia.
  - e. Students with a history of heat-related illness shall remain indoors.
  - f. Limit athletic practices to short, non-vigorous workouts.

**W. Psychological Trauma**

Crisis management at LHCSD specifies action during and subsequent to any emergency that may have a psychological impact on students and staff such as an act of violence; death of a student or staff member; an earthquake or other natural disasters; or a serious environmental problem. Emergencies like those described above usually produce one or more of the following conditions:

- The school administrator will establish a Crisis Intervention Response Team (CIRT) which has primary responsibility for providing necessary assistance after all types of crises
- CIRT will assess the range of crisis intervention services needed during and following an emergency
- CIRT will provide direct intervention service
- CIRT will advise and assist the school administration to restore regular functions as efficiently and quickly as possible
- In performing their duties, CIRT members will limit exposure to scenes of trauma, injury, and death
- CIRT will provide ongoing assessment of needs and follow-up services as required
- CIRT should be provided areas away from the incident

## **VI. School Safety Practices, Policies, and Procedures**

### **A. Child Abuse Reporting**

All employees of LHCS D are mandated reporters and are obligated to report any incidents of suspected child abuse to the appropriate agency.

**Child Abuse Reporting** – Call **714-940-1000** or **800-207-4464** (24-hour hotline)

In any investigation of suspected child abuse or neglect, all persons participating in the investigation of the case shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child victim.

### **B. Bullying Prevention**

The District believes every child is entitled to a safe school environment free from discrimination and bullying. Consistent with state and federal law, the District prohibits bullying and discrimination and provides a timely and effective complaint procedure for pupils who believe they have been the victim of bullying or discrimination.

The District also is mindful that, at times, behavior that is rude or insensitive may be constitutionally protected in the context of a public school environment. Such conduct can best be combated and prevented with effective strategies that involve pupils, parents and school employees in collaborative efforts to teach tolerance and ensure equal educational opportunities for all.

This policy applies to all of the District's students. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the La Habra City School District. (Educ. Code 234.1 (a).)

If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so. (Educ. Code 234.1(b)(1).)

### **Reports**

Any employee who has knowledge of discrimination, harassment, intimidation or bullying shall inform the site administrator of the concern as soon as possible.

The site administrator shall notify the District's Nondiscrimination Officer within 24 hours.

Students who have knowledge of discrimination, harassment, intimidation or bullying are encouraged to inform a teacher or school administrator as soon as possible.

Students and parents may make such complaints anonymously by calling the Nondiscrimination Officer at the number below. Anonymous reports must provide sufficient corroborating evidence to justify the commencement of an investigation.

Because of the inability of investigators to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated.

Formal complaints regarding violations of this policy shall be made pursuant to the district's Uniform Complaint Procedure, Board Policy/Administrative Regulation 1312.3.

The District's Nondiscrimination Officer is: Mario Carlos, Ed.D. – (562) 690-2302

**C. Dress Code**

The following should NOT be worn at school:

- Hats, caps or head covering other than for religious or medical reasons
- Halter tops, low tops, tank tops, bare midriff tops (all tops must completely cover midriff)
- Cutoffs, extremely short skirts/shorts (underwear should be covered by clothing)
- Clothing with unpatched holes, tears, unhemmed bottoms or slit cuffs
- Clothing that advertises such substances such as alcohol, cigarettes, drugs or utilizes double play on words, obscenities, profanity, or is suggestive in any way or may be deemed offensive by anyone
- Open toe shoes or shoes without backs
- Clothing that depicts illegal actions such as spray painting or use of firearms
- Hairstyles or colors which distract students from learning or present a safety hazard, such as hair that has been colored in shades which are loud and distracting (i.e., purple, green, pink, etc.)
- Hair which has been cut to, or grown to, styles or lengths resulting in distraction or safety hazard (i.e., Mohawks, faux hawks), hair with shaved designs (i.e., symbols, words)
- Jewelry which poses a threat to the health and safety of students or which by its size or appearance is distracting in the learning environment (i.e., jewelry with sharp edges or which is so long or dangling as to pose a safety hazard)
- There is no visible “body piercing,” allowed, and it is preferred boys do not wear earrings and all students K-6 not to wear make-up or artificial nails

#### Additional Dress Standards:

The following attire is NOT to be worn at school:

- Insignias and logos of non-school sponsored organizations that may be associated with inappropriate activities
- Hooded sweatshirts and jackets must be worn with hoods down
- Belt buckles, jewelry, bandanas, stocking caps, hair nets, rags, gloves, biker wallets or other decorations with initials, inappropriate symbols or signs
- Any pants/shorts that are oversized and inappropriate for the wearer (all pants must fit and be worn at waist level)
- Tattoos may not be visible
- Any shirt with long sleeves which is dramatically oversized and inappropriate for the wearer, any oversized tee shirt, sweatshirt or polo shirt which has been modified with the addition of ironed-on creases or pleats on the front or back; net shirts
- Any clothing directly related to negative and/or inappropriate cultures

The Principal will handle decisions regarding the appropriateness of clothing. In the event there is a concern regarding clothes or appearance, parents may call the school or the school will contact the parents.



**D. Attendance/SARB Policy**

<b>Unexcused Absences</b>	<b>Excused Absences</b>
<p>3<sup>rd</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator.</li> <li>2. Send 1<sup>st</sup> unexcused SARB letter to parents indicating student is truant.</li> <li>3. Send log to CWA monthly.</li> </ol>	<p>3<sup>rd</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Monitor absences and document how the absence was verified and why. Determine if a health issue exists.</li> <li>2. Monitor patterns: Monday/Friday or certain days.</li> </ol>
<p>6<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator.</li> <li>2. Send 2<sup>nd</sup> unexcused SARB letter to parents and log to CWA.</li> <li>3. Site administration will schedule a Group Attendance Intervention Meeting (GAIM) with parents(s) to resolve attendance issue.</li> <li>4. Parents sign the pre-SARB contract.</li> </ol>	<p>6<sup>th</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Continue to monitor absence.</li> <li>2. Determine if a health issue exists.</li> <li>3. Determine if excessive absences notice should be sent when not related to health issue.</li> <li>4. Excused letter #1.</li> </ol>
<p>9<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator.</li> <li>2. Submit home visit request form to CWA.</li> <li>3. Principal or designee meets with student and parents to discuss absence.</li> </ol>	<p>9<sup>th</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Conduct a 1<sup>st</sup> attendance RtI to address impact absences are having on educational performance and develop a plan for improvement.</li> </ol>
<p>12<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. CWA office will send out 3<sup>rd</sup> SARB truancy letter.</li> </ol>	<p>12<sup>th</sup> excused absence</p> <ol style="list-style-type: none"> <li>1. Excused letter #2.</li> </ol>
<p>15<sup>th</sup> unexcused/unverified/tardy</p> <ol style="list-style-type: none"> <li>1. Notify site administrator to submit a referral to SARB.</li> <li>2. CWA will send SARB letter to parent for a mandatory meeting.</li> <li>3. SARB panel will review documentation and make recommendations.</li> </ol>	<p>15<sup>th</sup> or more excused absences</p> <ol style="list-style-type: none"> <li>1. Conduct 2<sup>nd</sup> attendance RtI meeting.</li> <li>2. Team determines if SARB is appropriate.</li> </ol>
<p>If truancy continues, CWA will schedule 2<sup>nd</sup> SARB meeting for further interventions. CWA will refer parents to the District Attorney meetings.</p>	<p>If absences continue, parent will be referred to SARB. Panel will determine plan of action: Social Services, La Habra Police Department, District Attorney Meetings, and Family Counseling, etc.</p>

## **Visitor/Volunteer Policy**

### Classroom Visitation

La Habra City School District believes that parents are important partners in the success of our school program and welcomes parents and professionals to visit our school sites. In the effort to maintain the integrity of instruction, ensure student confidentiality, maintain a safe school environment and minimize disruption of the instructional process, LHCSO has developed visitation guidelines, which are available in the school office. Please check-in at the office for an I.D. badge before going to the classroom.

### **Purpose of the LHCSO School Volunteer program:**

The purpose of the LHCSO School Volunteer Program is to enhance student achievement by engaging and leveraging the rich talents and expertise of our local school communities.

School volunteers:

- Reinforce classroom learning by assisting teachers in classrooms with non-instructional tasks
- Support school personnel in the effective operation of schools
- Promote positive partnerships between the home, schools and the community
- Serve as positive role models for students by helping students develop a more positive attitude about themselves, schools and communities

### **Section I: Volunteer Application Process**

Individuals are not allowed to begin a volunteer school assignment until the following are completed:

- Volunteer Application Form
- Criminal History Declaration Form
- Expectation and Requirement Form

Volunteers serving at more than one LHCSd school must have a completed application for each school/office on file.

Volunteers serving less than 16 hours per week at a site do not need fingerprinting clearance but need to be checked against the Megan's Law website.

Student Teachers and School Counseling Interns shall be referred directly to the District's Human Resources Department at ext. 80103.

## **Section II: Health And Safety**

**Tuberculosis Clearance:** Tuberculosis (TB) clearance must be presented to school personnel as part of the application process. All TB clearances must be within the last four years prior to the individual starting volunteer service. TB clearances that are older than four years from the time the volunteer application is submitted will not be accepted. ***TB clearance is the responsibility of the volunteer.***

**Sex Offender Statement and Megan's Law:** The school principal or an acceptable designee must check all volunteer applicants against the California Megan's Law online database for sex offender clearance at <http://www.meganslaw.ca.gov/>. Any volunteer applicant whose name appears on the Megan's Law list and is required to register as a sex offender is prohibited from serving as a school volunteer in any capacity including individuals participating in one-time activities.

### **Required for persons volunteering for more than 16 hours per week:**

- **Fingerprinting (Background Clearance):** Fingerprinting by the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) is required prior to the school's submission of the individual's application.
- Fingerprinting must be conducted through LHCSd. Schools with volunteer applicants requiring fingerprinting must contact Classified Personnel at ext. 80302.
- LHCSd employees desiring to participate in a school volunteer program do not have to resubmit a Fingerprinting Application; however, LHCSd employees must complete a volunteer application.

**Section III: Exceptions**

I. Volunteer Applications **NOT** required but verification on Megan's Law website required for the following individuals:

- Parents observing their child's classroom and who remain under the direct supervision of an administrator or designee at all times
- Individuals participating in one-time activities where there is limited contact with students or staff and supervision is provided by a certificated District employee. Examples include:

Chaperoning dances or one-day field trips (under 16 hours in duration)

Providing clerical functions that do not involve access to confidential documents or information

Guest speaking engagements

Job-shadowing events from local universities (less than 16 hours in duration)

Field Day

- School volunteers, like all campus guests, are required to sign in at the school office upon entering the school premises and sign out when they exit the campus.

**VII. Additional Policies and Regulations Related to Student Safety**

Please see Board Policies and Administrative Regulations for more information about the following:

**Bomb Threats** AR 3516.2

**Bullying** BP 5131.2

**Child Abuse Prevention and Reporting** BP 5141.4/AR 5141.4

**Comprehensive Safety Plan** BP 0450/AR 0450

**Discipline** BP 5144/AR 5144

**Disruptions** BP 3515.2/AR 3515.2

**Dress and Grooming** BP 5132/AR 5132

**Earthquake Emergency Procedure System** AR 3516.3

**Fire Drills and Fires** AR 3516.1

**Gangs** BP 5136

**Hate-Motivated Behavior** BP 5145.9

**Nondiscrimination/Harassment** BP 5145.3/AR 5145.3

**Student Disturbances** BP 5131.4/AR 5131.4

**Search and Seizure** BP 5145.12/AR 5145.12

**Sexual Harassment** BP 5145.7/AR 5145.7

**Suspension and Expulsion/Due Process** BP 5144.1/AR 5144.1

**Suspension and Expulsion/Due Process (Students with Disabilities)** AR 5144.2

**Transportation Safety and Emergencies** AR 3543

**Visitors/Outsiders** BP 1250

**Weapons and Dangerous Instruments** BP 5131.7/AR 5131.7

**Student Handbook:** A copy of Imperial Middle School's student handbook is available in the school office and on our website.

## La Habra City School District

**To:** Board of Trustees  
**From:** Marcie Graves Poole, Ed.D,  
Director, Special Programs and Assessments  
**Date:** March 10, 2022  
**CC:** Superintendent  
**Re:** Williams Settlement Legislation - 2nd Quarter Report

---

**Background:**

The Williams Settlement Legislation Annual Report represents a summary of the activity reviewed by the Orange County Department of Education (OCDE) during October 2021, November 2021, and December 2021. OCDE reviewed data regarding Uniform Complaints related to textbooks and instructional materials, facility conditions, and reviewed the accuracy of the School Accountability Report Cards for Ladera Palma and Walnut Elementary Schools. No complaints were filed during this reporting period.

**Rationale:**

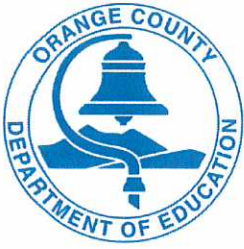
California Education Code Section 1240(2) (H) requires this report to be provided to the Board of Trustees at a regularly scheduled meeting held in accordance with public notification requirements.

**Recommended Action:**

No action is required. All facility conditions noted from October 2021 have been rectified.

**Financial Implications, if any:**

None.



**ORANGE COUNTY  
DEPARTMENT  
OF EDUCATION**

200 KALMUS DRIVE  
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COSTA MESA, CA  
92628-9050

(714) 966-4000

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[www.ocde.us](http://www.ocde.us)

**AL MIJARES, Ph.D.**  
County Superintendent  
of Schools

**ORANGE COUNTY  
BOARD OF EDUCATION**

MARI BARKE

REBECCA "BECKIE" GOMEZ

TIM SHAW

LISA SPARKS, Ph.D.

KEN L. WILLIAMS, D.O.

**DATE:** January 28, 2022

**TO:** Joanne Culverhouse, Ed.D., Superintendent, La Habra City School District

**FROM:** Nicole Savio Newfield, Administrator, Student Achievement and Wellness

**SUBJECT:** Williams Settlement Legislation 2<sup>nd</sup> Quarter Report

I am pleased to provide the second quarter Williams Settlement Legislation report for the 2021-22 fiscal year. This report represents activity conducted by the Orange County Department of Education (OCDE) during October, November, and December 2021. California Education Code section 1240(2)(H) requires this report to be provided to your Board at a regularly scheduled meeting held in accordance with public notification requirements.

**SECOND QUARTER REPORT**

**School Site Facility Reviews**

- Two reviews were conducted on October 7, 2021. Results are enclosed.

**Uniform Complaint Procedures (UCP)**

- OCDE requested data regarding uniform complaints related to textbooks and instructional materials, facility conditions, and teacher vacancies or misassignments received during the first quarter.
- No complaints were filed in your district during the period of July through September 2021.

**Upcoming Quarter**

- School Accountability Report Card (SARC) review
- Uniform Complaint Procedure reporting

If you have any questions regarding this report, please contact me at (714) 966-4385 or [nsavio@ocde.us](mailto:nsavio@ocde.us).

On behalf of Dr. Al Mijares, County Superintendent of Schools, thank you for your diligent efforts to address the Williams Settlement Legislation requirements.

NSN:ag

Enclosure

c: Al Mijares, Ph.D., County Superintendent of Schools  
Marcie Poole, Ed.D., Director, Special Programs and Assessment





Orange County Department of Education  
Educational Services Division  
**Williams Settlement Legislation  
2<sup>nd</sup> Quarter Report  
La Habra City School District  
2021-22**

**FACILITIES**

Schools were reviewed to determine safety, cleanliness, and functionality of facilities. Any deficiencies were reported to school administrators for remediation.<sup>1</sup>

School	Review Date	Room/Area	Facility Conditions Identified
Ladera Palma Elementary	October 7, 2021	Playground #1/Basketball Courts	Holes in rubber surface (trip hazard)
Ladera Palma Elementary	October 7, 2021	Boy's Restroom by Room 304	Light out (inadequate lighting)
Ladera Palma Elementary	October 7, 2021	Girl's Restroom by Room 404	Missing floor tiles in handicap stall
Ladera Palma Elementary	October 7, 2021	Room 312/FTT Room	Carpet ripples throughout room (trip hazard)
Walnut Elementary	October 7, 2021	NONE	

Respectfully submitted,

*Nicole Savio Newfield*

Nicole Savio Newfield, Administrator  
Student Achievement and Wellness

*1/28/22*

Date

<sup>1</sup>Districts are not required to report corrections to the Orange County Department of Education.

## La Habra City School District

**To:** Board of Trustees  
**From:** Manuel Tafoya, Supervisor of Purchasing and Stores  
**Date:** March 10, 2022  
**CC:** Superintendent  
**Re:** Authorization to Use Waterford Unified School District Bid #01/22 for School Bus Purchases

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### **Background:**

Public Contract Code Section 20118 authorizes school districts to utilize competitively bid contracts from other public agencies if certain criteria have been met by the awarding agency. The Waterford Unified School District Bid #01/22 “School Bus (es)” awarded to A-Z Bus Sales, Inc. provides competitive school bus pricing and has been made available to use by all public school districts in the State of California.

### **Rationale:**

Frequently grants become available for the replacement of school buses. These grants allow the District to purchase buses without having to fund the entire cost. The Waterford Unified School District Bid #01/22 benefits the District with competitive pricing as these grants or other budgetary appropriations become available.

### **Recommended Action:**

Staff recommends that the Board of Trustees find that it is in the best financial and timely interest of the La Habra City School District to utilize the Waterford Unified School District Bid #01/22 “School Bus(es)” awarded to A-Z Bus Sales, Inc. for the, as needed, purchase of school buses for the term of the awarded contract through December 31, 2022 inclusive of future contract renewals and all addendums thereto.

### **Financial Implications, if any:**

Expenditure will be made on an as needed basis with funding from various sources. Purchase orders will be submitted to the Superintendent or designee for approval. This is not a request for any additional budget appropriation.

## La Habra City School District

**To:** Board of Trustees  
**From:** Christeen Betz, Assistant Superintendent, Business Services  
**Date:** March 10, 2022  
**CC:** Superintendent  
**Re:** 2021-22 Second Interim Report

---

### **Background:**

Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEAs financial health. The First Interim Report must be Board approved by December 15 for the period ending October 31, and the Second Interim Report must be approved by March 15 for the period ending January 31. County superintendents are to report to the Superintendent of Public Instruction and the State Controller the certification for all districts in their county within 75 days after the close of the reporting period.

The interim reports must include a certification of whether or not the LEA is able to meet its financial obligations. The certifications are classified as positive, qualified, or negative. A positive certification is assigned when the district will meet its financial obligations for the current and two subsequent fiscal years. A qualified certification is assigned when the district may not meet its financial obligations for the current or two subsequent fiscal years. A negative certification is assigned when a district will be unable to meet its financial obligations for the remainder of the current year or for the subsequent fiscal year. In addition, the Superintendent of Public Instruction may reclassify the certification of any county office of education or reclassify a certification based on an appeal of a school district in accordance with the above standards.

### **Rationale:**

The District is required to file and adopt a Second Interim Report. The report utilizes the most recent projections for revenue and expenditures and provides a multi-year projection for three fiscal years.

### **Recommended Action:**

The District recommends the Board of Trustees approve the 2021-22 Second Interim Report.

### **Financial Implications, if any:**

None.

# **La Habra City School District**

## **2021- 22 Second Interim Budget**



**LA HABRA**  
**CITY SCHOOL DISTRICT**

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
District Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: \_\_\_\_\_ Signed: \_\_\_\_\_  
President of the Governing Board

#### CERTIFICATION OF FINANCIAL CONDITION

☒ **POSITIVE CERTIFICATION**

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

☐ **QUALIFIED CERTIFICATION**

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

☐ **NEGATIVE CERTIFICATION**

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Christeen Betz Telephone: (562) 690-2388  
Title: Assistant Superintendent, Business Srvc E-mail: cbetz@lahabraschools.org

### Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.		X

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.		X
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.	X	
6b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since first interim.		X
7	Ongoing and Major Maintenance Account	If applicable, changes occurring since first interim meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.		X
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since first interim that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since first interim by more than five percent?	X	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed since first interim by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		X



SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?  • If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2020-21) annual payment?  • If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	X	
			n/a	
			n/a	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?  • If yes, have there been changes since first interim in OPEB liabilities?	X	
			n/a	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?  • If yes, have there been changes since first interim in self-insurance liabilities?	X	
			n/a	
S8	Status of Labor Agreements	As of second interim projections, are salary and benefit negotiations still unsettled for: • Certificated? (Section S8A, Line 1b) • Classified? (Section S8B, Line 1b) • Management/supervisor/confidential? (Section S8C, Line 1b)	X X X	
S8	Labor Agreement Budget Revisions	For negotiations settled since first interim, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for: • Certificated? (Section S8A, Line 3) • Classified? (Section S8B, Line 3)	n/a	
				X
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	48,680,671.00	50,149,566.00	27,090,891.84	50,157,481.00	7,915.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	141,903.90	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	790,735.00	852,260.00	461,501.17	899,009.00	46,749.00	5.5%
4) Other Local Revenue		8600-8799	183,000.00	183,000.00	98,229.66	183,000.00	0.00	0.0%
5) TOTAL, REVENUES			49,654,406.00	51,184,826.00	27,792,526.57	51,239,490.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	18,674,604.00	19,055,396.00	13,752,356.32	19,278,192.00	(222,796.00)	-1.2%
2) Classified Salaries		2000-2999	6,043,266.00	7,001,437.00	3,544,192.58	7,050,476.00	(49,039.00)	-0.7%
3) Employee Benefits		3000-3999	9,798,750.00	9,880,190.00	8,784,902.00	9,923,171.00	(42,981.00)	-0.4%
4) Books and Supplies		4000-4999	1,279,180.00	1,132,208.00	594,841.70	1,146,578.00	(14,370.00)	-1.3%
5) Services and Other Operating Expenditures		5000-5999	2,216,454.00	2,956,639.00	2,209,669.14	2,920,745.00	35,894.00	1.2%
6) Capital Outlay		6000-6999	0.00	0.00	70,162.20	106,617.00	(106,617.00)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	0.00	83,845.27	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(178,719.00)	(468,587.00)	(3,791.43)	(467,849.00)	(738.00)	0.2%
9) TOTAL, EXPENDITURES			37,833,535.00	39,557,283.00	29,036,177.78	39,957,930.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			11,820,871.00	11,627,543.00	(1,243,651.21)	11,281,560.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	29,314.00	29,314.10	29,314.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	378,470.00	450,000.00	378,470.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(6,895,877.00)	(7,060,622.00)	0.00	(7,076,693.00)	(16,071.00)	0.2%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,895,877.00)	(7,409,778.00)	(420,685.90)	(7,425,849.00)		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			4,924,994.00	4,217,765.00	(1,664,337.11)	3,855,711.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	10,471,975.00	12,823,156.00		13,145,176.00	322,020.00	2.5%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10,471,975.00	12,823,156.00		13,145,176.00		
d) Other Restatements		9795	0.00	0.00		(259,193.00)	(259,193.00)	New
e) Adjusted Beginning Balance (F1c + F1d)			10,471,975.00	12,823,156.00		12,885,983.00		
2) Ending Balance, June 30 (E + F1e)			15,396,969.00	17,040,921.00		16,741,694.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	25,000.00	25,000.00		25,000.00		
Stores		9712	90,000.00	90,000.00		90,000.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	11,800,863.00	12,926,727.00		13,173,624.00		
District Standard Reserve	0000	9780	7,800,863.00					
American Rescue Federal Stimulus	0000	9780	4,000,000.00					
District Standard Reserve	0000	9780		8,152,763.00				
Deficit Spending Reserve	0000	9780		4,773,964.00				
District Standard Reserve	0000	9780				9,627,418.00		
Deficit Spending Reserve	0000	9780				3,546,206.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	2,048,691.00		2,063,018.00		
Unassigned/Unappropriated Amount		9790	3,481,106.00	1,950,503.00		1,390,052.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	26,160,940.00	26,608,821.00	15,030,908.24	26,616,736.00	7,915.00	0.0%
Education Protection Account State Aid - Current Year		8012	1,719,343.00	891,748.00	643,501.00	891,748.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	73,764.00	74,155.00	37,096.33	74,155.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	15,423,318.00	16,397,881.00	9,209,199.75	16,397,881.00	0.00	0.0%
Unsecured Roll Taxes		8042	425,334.00	484,427.00	421,984.33	484,427.00	0.00	0.0%
Prior Years' Taxes		8043	632,941.00	639,008.00	633,059.00	639,008.00	0.00	0.0%
Supplemental Taxes		8044	491,744.00	501,227.00	296,454.38	501,227.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	3,359,289.00	3,514,729.00	227,957.00	3,514,729.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	393,998.00	1,037,570.00	590,731.81	1,037,570.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			48,680,671.00	50,149,566.00	27,090,891.84	50,157,481.00	7,915.00	0.0%
<b>LCFF Transfers</b>								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF								
Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			48,680,671.00	50,149,566.00	27,090,891.84	50,157,481.00	7,915.00	0.0%
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Donated Food Commodities		8221	0.00	0.00	0.00	0.00		
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00		
Title I, Part A, Basic	3010	8290						
Title I, Part D, Local Delinquent Programs	3025	8290						
Title II, Part A, Supporting Effective Instruction	4035	8290						

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290						
Title III, Part A, English Learner Program	4203	8290						
Public Charter Schools Grant Program (PCSGP)	4610	8290						
	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290						
Other NCLB / Every Student Succeeds Act		8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	0.00	0.00	141,903.90	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	141,903.90	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319						
Special Education Master Plan Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	141,385.00	141,385.00	145,902.00	141,385.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	649,350.00	710,875.00	315,599.17	757,624.00	46,749.00	6.6%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			790,735.00	852,260.00	461,501.17	899,009.00	46,749.00	5.5%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	120,000.00	120,000.00	37,126.01	120,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	63,000.00	63,000.00	61,103.65	63,000.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>183,000.00</b>	<b>183,000.00</b>	<b>98,229.66</b>	<b>183,000.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>49,654,406.00</b>	<b>51,184,826.00</b>	<b>27,792,526.57</b>	<b>51,239,490.00</b>	<b>54,664.00</b>	<b>0.1%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Certificated Teachers' Salaries		1100	14,426,536.00	14,486,067.00	11,027,735.45	14,812,061.00	(325,994.00)	-2.3%
Certificated Pupil Support Salaries		1200	649,603.00	653,747.00	449,068.18	622,813.00	30,934.00	4.7%
Certificated Supervisors' and Administrators' Salaries		1300	2,353,520.00	2,474,132.00	1,399,653.59	2,392,595.00	81,537.00	3.3%
Other Certificated Salaries		1900	1,244,945.00	1,441,450.00	875,899.10	1,450,723.00	(9,273.00)	-0.6%
TOTAL, CERTIFICATED SALARIES			18,674,604.00	19,055,396.00	13,752,356.32	19,278,192.00	(222,796.00)	-1.2%
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	219,065.00	638,001.00	192,219.61	638,674.00	(673.00)	-0.1%
Classified Support Salaries		2200	2,152,839.00	2,208,715.00	1,168,230.05	2,208,715.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	914,216.00	903,703.00	486,719.02	963,689.00	(59,986.00)	-6.6%
Clerical, Technical and Office Salaries		2400	1,679,549.00	1,938,739.00	980,421.96	1,963,449.00	(24,710.00)	-1.3%
Other Classified Salaries		2900	1,077,597.00	1,312,279.00	716,601.94	1,275,949.00	36,330.00	2.8%
TOTAL, CLASSIFIED SALARIES			6,043,266.00	7,001,437.00	3,544,192.58	7,050,476.00	(49,039.00)	-0.7%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	3,341,619.00	3,165,472.00	2,389,433.10	3,236,130.00	(70,658.00)	-2.2%
PERS		3201-3202	1,519,560.00	1,466,166.00	695,729.94	1,462,378.00	3,788.00	0.3%
OASDI/Medicare/Alternative		3301-3302	779,596.00	784,663.00	456,890.52	782,547.00	2,116.00	0.3%
Health and Welfare Benefits		3401-3402	2,847,709.00	3,217,631.00	4,428,265.88	3,145,246.00	72,385.00	2.2%
Unemployment Insurance		3501-3502	12,876.00	130,898.00	86,280.00	133,156.00	(2,258.00)	-1.7%
Workers' Compensation		3601-3602	569,497.00	667,733.00	465,219.80	678,767.00	(11,034.00)	-1.7%
OPEB, Allocated		3701-3702	632,893.00	352,627.00	214,766.57	389,947.00	(37,320.00)	-10.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	95,000.00	95,000.00	48,316.19	95,000.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			9,798,750.00	9,880,190.00	8,784,902.00	9,923,171.00	(42,981.00)	-0.4%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	2,000.00	2,000.00	0.00	0.00	2,000.00	100.0%
Materials and Supplies		4300	1,266,294.00	1,119,322.00	585,823.42	1,137,692.00	(18,370.00)	-1.6%
Noncapitalized Equipment		4400	10,886.00	10,886.00	9,018.28	8,886.00	2,000.00	18.4%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,279,180.00	1,132,208.00	594,841.70	1,146,578.00	(14,370.00)	-1.3%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	32,470.00	25,658.00	50,595.58	52,429.00	(26,771.00)	-104.3%
Dues and Memberships		5300	62,842.00	62,703.00	35,801.43	64,253.00	(1,550.00)	-2.5%
Insurance		5400-5450	371,281.00	377,756.00	387,568.10	377,756.00	0.00	0.0%
Operations and Housekeeping Services		5500	846,000.00	846,000.00	582,426.14	908,500.00	(62,500.00)	-7.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	105,002.00	101,977.00	38,929.25	88,636.00	13,341.00	13.1%
Transfers of Direct Costs		5710	(5,376.00)	(1,613.00)	(528.12)	(1,921.00)	308.00	-19.1%
Transfers of Direct Costs - Interfund		5750	(1,746.00)	(1,746.00)	(641.16)	(1,746.00)	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	684,890.00	1,424,813.00	937,507.09	1,311,199.00	113,614.00	8.0%
Communications		5900	121,091.00	121,091.00	178,010.83	121,639.00	(548.00)	-0.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,216,454.00	2,956,639.00	2,209,669.14	2,920,745.00	35,894.00	1.2%



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	16,021.00	(16,021.00)	New
Equipment Replacement		6500	0.00	0.00	70,162.20	90,596.00	(90,596.00)	New
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	70,162.20	106,617.00	(106,617.00)	New
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	83,845.27	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	83,845.27	0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	(80,233.00)	(389,569.00)	(3,791.43)	(389,199.00)	(370.00)	0.1%
Transfers of Indirect Costs - Interfund		7350	(98,486.00)	(79,018.00)	0.00	(78,650.00)	(368.00)	0.5%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			(178,719.00)	(468,587.00)	(3,791.43)	(467,849.00)	(738.00)	0.2%
<b>TOTAL, EXPENDITURES</b>			37,833,535.00	39,557,283.00	29,036,177.78	39,957,930.00	(400,647.00)	-1.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	29,314.00	29,314.10	29,314.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	29,314.00	29,314.10	29,314.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	350,000.00	450,000.00	350,000.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	28,470.00	0.00	28,470.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	378,470.00	450,000.00	378,470.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Proceeds</b>								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Other Sources</b>								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	(6,895,877.00)	(7,060,622.00)	0.00	(7,076,693.00)	(16,071.00)	0.2%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(6,895,877.00)	(7,060,622.00)	0.00	(7,076,693.00)	(16,071.00)	0.2%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			(6,895,877.00)	(7,409,778.00)	(420,685.90)	(7,425,849.00)	(16,071.00)	0.2%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	6,775,889.00	11,995,059.00	1,114,642.92	11,801,773.00	(193,286.00)	-1.6%
3) Other State Revenue		8300-8599	4,702,518.00	8,252,297.00	1,877,860.53	8,568,484.00	316,187.00	3.8%
4) Other Local Revenue		8600-8799	2,942,770.00	3,288,021.00	1,833,967.79	3,292,777.00	4,756.00	0.1%
5) TOTAL, REVENUES			14,421,177.00	23,535,377.00	4,826,471.24	23,663,034.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	9,242,964.00	10,405,899.00	3,178,865.04	10,164,416.00	241,483.00	2.3%
2) Classified Salaries		2000-2999	4,135,313.00	4,177,478.00	1,835,547.41	4,236,717.00	(59,239.00)	-1.4%
3) Employee Benefits		3000-3999	6,864,032.00	7,383,301.00	1,549,805.59	7,384,296.00	(995.00)	0.0%
4) Books and Supplies		4000-4999	3,225,095.00	3,258,563.00	817,338.65	3,188,603.00	69,960.00	2.1%
5) Services and Other Operating Expenditures		5000-5999	2,701,021.00	2,145,793.00	1,063,761.45	2,474,302.00	(328,509.00)	-15.3%
6) Capital Outlay		6000-6999	0.00	18,340.00	0.00	18,340.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	575,000.00	575,000.00	105,563.25	575,000.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	80,233.00	389,569.00	3,791.43	389,199.00	370.00	0.1%
9) TOTAL, EXPENDITURES			26,823,658.00	28,353,943.00	8,554,672.82	28,430,873.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(12,402,481.00)	(4,818,566.00)	(3,728,201.58)	(4,767,839.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	350,000.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	6,895,877.00	7,060,622.00	0.00	7,076,693.00	16,071.00	0.2%
4) TOTAL, OTHER FINANCING SOURCES/USES			6,545,877.00	7,060,622.00	0.00	7,076,693.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(5,856,604.00)	2,242,056.00	(3,728,201.58)	2,308,854.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	6,664,709.00	1,700,384.00		1,700,384.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,664,709.00	1,700,384.00		1,700,384.00		
d) Other Restatements		9795	0.00	0.00		(321,230.00)	(321,230.00)	New
e) Adjusted Beginning Balance (F1c + F1d)			6,664,709.00	1,700,384.00		1,379,154.00		
2) Ending Balance, June 30 (E + F1e)			808,105.00	3,942,440.00		3,688,008.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	808,105.00	3,942,440.00		4,009,238.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		(321,230.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, LCFF Sources			0.00	0.00	0.00	0.00		
<b>LCFF Transfers</b>								
Unrestricted LCFF								
Transfers - Current Year	0000	8091						
All Other LCFF								
Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	1,047,413.00	1,100,718.00	(1,106,659.00)	1,097,739.00	(2,979.00)	-0.3%
Special Education Discretionary Grants		8182	33,958.00	39,756.00	(23,346.70)	41,503.00	1,747.00	4.4%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	1,000,000.00	1,320,401.00	669,612.53	1,309,616.00	(10,785.00)	-0.8%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	164,923.00	182,855.00	76,670.67	182,855.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290	0.00	17,135.00	0.00	17,135.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	197,595.00	348,953.00	87,895.26	348,953.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290	82,000.00	82,000.00	21,414.01	82,000.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	5630	8290	82,000.00	82,000.00	21,414.01	82,000.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	4,250,000.00	8,903,241.00	1,389,056.15	8,721,972.00	(181,269.00)	-2.0%
TOTAL, FEDERAL REVENUE			6,775,889.00	11,995,059.00	1,114,642.92	11,801,773.00	(193,286.00)	-1.6%
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00		
Lottery - Unrestricted and Instructional Materials		8560	212,121.00	288,186.00	(6,025.50)	313,211.00	25,025.00	8.7%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	881,391.00	784,272.00	0.03	898,776.00	114,504.00	14.6%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	3,609,006.00	7,179,839.00	1,883,886.00	7,356,497.00	176,658.00	2.5%
TOTAL, OTHER STATE REVENUE			4,702,518.00	8,252,297.00	1,877,860.53	8,568,484.00	316,187.00	3.8%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustme		8691	0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	295,326.00	311,885.00	4,632.21	311,885.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	2,647,444.00	2,976,136.00	1,829,335.58	2,980,892.00	4,756.00	0.2%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>2,942,770.00</b>	<b>3,288,021.00</b>	<b>1,833,967.79</b>	<b>3,292,777.00</b>	<b>4,756.00</b>	<b>0.1%</b>
<b>TOTAL, REVENUES</b>			<b>14,421,177.00</b>	<b>23,535,377.00</b>	<b>4,826,471.24</b>	<b>23,663,034.00</b>	<b>127,657.00</b>	<b>0.5%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	7,780,558.00	8,586,956.00	2,300,289.81	8,618,028.00	(31,072.00)	-0.4%
Certificated Pupil Support Salaries		1200	761,997.00	952,175.00	539,900.46	950,800.00	1,375.00	0.1%
Certificated Supervisors' and Administrators' Salaries		1300	486,570.00	492,730.00	269,306.72	485,728.00	7,002.00	1.4%
Other Certificated Salaries		1900	213,839.00	374,038.00	69,368.05	109,860.00	264,178.00	70.6%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>9,242,964.00</b>	<b>10,405,899.00</b>	<b>3,178,865.04</b>	<b>10,164,416.00</b>	<b>241,483.00</b>	<b>2.3%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	2,848,899.00	2,612,360.00	1,250,120.30	2,690,671.00	(78,311.00)	-3.0%
Classified Support Salaries		2200	578,700.00	824,207.00	338,524.66	824,248.00	(41.00)	0.0%
Classified Supervisors' and Administrators' Salaries		2300	158,658.00	166,856.00	83,996.14	166,856.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	150,064.00	290,761.00	97,504.58	270,976.00	19,785.00	6.8%
Other Classified Salaries		2900	398,992.00	283,294.00	65,401.73	283,966.00	(672.00)	-0.2%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>4,135,313.00</b>	<b>4,177,478.00</b>	<b>1,835,547.41</b>	<b>4,236,717.00</b>	<b>(59,239.00)</b>	<b>-1.4%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	4,504,239.00	5,052,486.00	524,961.77	5,012,215.00	40,271.00	0.8%
PERS		3201-3202	484,789.00	658,013.00	276,611.01	672,986.00	(14,973.00)	-2.3%
OASDI/Medicare/Alternative		3301-3302	356,625.00	442,418.00	175,614.46	444,112.00	(1,694.00)	-0.4%
Health and Welfare Benefits		3401-3402	835,731.00	792,341.00	415,143.15	820,279.00	(27,938.00)	-3.5%
Unemployment Insurance		3501-3502	465,066.00	64,365.00	24,784.81	64,728.00	(363.00)	-0.6%
Workers' Compensation		3601-3602	217,582.00	373,678.00	132,690.39	369,976.00	3,702.00	1.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>6,864,032.00</b>	<b>7,383,301.00</b>	<b>1,549,805.59</b>	<b>7,384,296.00</b>	<b>(995.00)</b>	<b>0.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	5,000.00	16,478.00	0.00	16,478.00	0.00	0.0%
Materials and Supplies		4300	2,965,780.00	3,026,441.00	782,076.88	2,943,254.00	83,187.00	2.7%
Noncapitalized Equipment		4400	254,315.00	215,644.00	35,261.77	228,871.00	(13,227.00)	-5.1%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>3,225,095.00</b>	<b>3,258,563.00</b>	<b>817,338.65</b>	<b>3,188,603.00</b>	<b>69,960.00</b>	<b>2.1%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	1,158,392.00	968,805.00	3,640.00	1,233,877.00	(265,072.00)	-27.4%
Travel and Conferences		5200	17,453.00	34,185.00	11,992.99	37,635.00	(3,450.00)	-10.1%
Dues and Memberships		5300	4,005.00	4,005.00	2,390.28	4,105.00	(100.00)	-2.5%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	450,000.00	99,841.00	78,276.73	103,404.00	(3,563.00)	-3.6%
Transfers of Direct Costs		5710	5,376.00	1,613.00	528.12	1,921.00	(308.00)	-19.1%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,065,795.00	1,037,344.00	967,164.58	1,090,585.00	(53,241.00)	-5.1%
Communications		5900	0.00	0.00	(231.25)	2,775.00	(2,775.00)	New
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>2,701,021.00</b>	<b>2,145,793.00</b>	<b>1,063,761.45</b>	<b>2,474,302.00</b>	<b>(328,509.00)</b>	<b>-15.3%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	18,340.00	0.00	18,340.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	18,340.00	0.00	18,340.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	575,000.00	575,000.00	105,563.25	575,000.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			575,000.00	575,000.00	105,563.25	575,000.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	80,233.00	389,569.00	3,791.43	389,199.00	370.00	0.1%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			80,233.00	389,569.00	3,791.43	389,199.00	370.00	0.1%
TOTAL, EXPENDITURES			26,823,658.00	28,353,943.00	8,554,672.82	28,430,873.00	(76,930.00)	-0.3%



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00		
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	350,000.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			350,000.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	6,895,877.00	7,060,622.00	0.00	7,076,693.00	16,071.00	0.2%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			6,895,877.00	7,060,622.00	0.00	7,076,693.00	16,071.00	0.2%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			6,545,877.00	7,060,622.00	0.00	7,076,693.00	(16,071.00)	0.2%

2021-22 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

30 66563 0000000  
Form 011

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	48,680,671.00	50,149,566.00	27,090,891.84	50,157,481.00	7,915.00	0.0%
2) Federal Revenue		8100-8299	6,775,889.00	11,995,059.00	1,256,546.82	11,801,773.00	(193,286.00)	-1.6%
3) Other State Revenue		8300-8599	5,493,253.00	9,104,557.00	2,339,361.70	9,467,493.00	362,936.00	4.0%
4) Other Local Revenue		8600-8799	3,125,770.00	3,471,021.00	1,932,197.45	3,475,777.00	4,756.00	0.1%
5) TOTAL, REVENUES			64,075,583.00	74,720,203.00	32,618,997.81	74,902,524.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	27,917,568.00	29,461,295.00	16,931,221.36	29,442,608.00	18,687.00	0.1%
2) Classified Salaries		2000-2999	10,178,579.00	11,178,915.00	5,379,739.99	11,287,193.00	(108,278.00)	-1.0%
3) Employee Benefits		3000-3999	16,662,782.00	17,263,491.00	10,334,707.59	17,307,467.00	(43,976.00)	-0.3%
4) Books and Supplies		4000-4999	4,504,275.00	4,390,771.00	1,412,180.35	4,335,181.00	55,590.00	1.3%
5) Services and Other Operating Expenditures		5000-5999	4,917,475.00	5,102,432.00	3,273,430.59	5,395,047.00	(292,615.00)	-5.7%
6) Capital Outlay		6000-6999	0.00	18,340.00	70,162.20	124,957.00	(106,617.00)	-581.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	575,000.00	575,000.00	189,408.52	575,000.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(98,486.00)	(79,018.00)	0.00	(78,650.00)	(368.00)	0.5%
9) TOTAL, EXPENDITURES			64,657,193.00	67,911,226.00	37,590,850.60	68,388,803.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(581,610.00)	6,808,977.00	(4,971,852.79)	6,513,721.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	29,314.00	29,314.10	29,314.00	0.00	0.0%
b) Transfers Out		7600-7629	350,000.00	378,470.00	450,000.00	378,470.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(350,000.00)	(349,156.00)	(420,685.90)	(349,156.00)		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(931,610.00)	6,459,821.00	(5,392,538.69)	6,164,565.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	17,136,684.00	14,523,540.00		14,845,560.00	322,020.00	2.2%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			17,136,684.00	14,523,540.00		14,845,560.00		
d) Other Restatements		9795	0.00	0.00		(580,423.00)	(580,423.00)	New
e) Adjusted Beginning Balance (F1c + F1d)			17,136,684.00	14,523,540.00		14,265,137.00		
2) Ending Balance, June 30 (E + F1e)			16,205,074.00	20,983,361.00		20,429,702.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	25,000.00	25,000.00		25,000.00		
Stores		9712	90,000.00	90,000.00		90,000.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	808,105.00	3,942,440.00		4,009,238.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	11,800,863.00	12,926,727.00		13,173,624.00		
District Standard Reserve	0000	9780	7,800,863.00					
American Rescue Federal Stimulus	0000	9780	4,000,000.00					
District Standard Reserve	0000	9780		8,152,763.00				
Deficit Spending Reserve	0000	9780		4,773,964.00				
District Standard Reserve	0000	9780				9,627,418.00		
Deficit Spending Reserve	0000	9780				3,546,206.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	2,048,691.00		2,063,018.00		
Unassigned/Unappropriated Amount		9790	3,481,106.00	1,950,503.00		1,068,822.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	26,160,940.00	26,608,821.00	15,030,908.24	26,616,736.00	7,915.00	0.0%
Education Protection Account State Aid - Current Year		8012	1,719,343.00	891,748.00	643,501.00	891,748.00	0.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	73,764.00	74,155.00	37,096.33	74,155.00	0.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	15,423,318.00	16,397,881.00	9,209,199.75	16,397,881.00	0.00	0.0%
Unsecured Roll Taxes		8042	425,334.00	484,427.00	421,984.33	484,427.00	0.00	0.0%
Prior Years' Taxes		8043	632,941.00	639,008.00	633,059.00	639,008.00	0.00	0.0%
Supplemental Taxes		8044	491,744.00	501,227.00	296,454.38	501,227.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	3,359,289.00	3,514,729.00	227,957.00	3,514,729.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	393,998.00	1,037,570.00	590,731.81	1,037,570.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			48,680,671.00	50,149,566.00	27,090,891.84	50,157,481.00	7,915.00	0.0%
<b>LCFF Transfers</b>								
Unrestricted LCFF								
Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF								
Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			48,680,671.00	50,149,566.00	27,090,891.84	50,157,481.00	7,915.00	0.0%
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	1,047,413.00	1,100,718.00	(1,106,659.00)	1,097,739.00	(2,979.00)	-0.3%
Special Education Discretionary Grants		8182	33,958.00	39,756.00	(23,346.70)	41,503.00	1,747.00	4.4%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	1,000,000.00	1,320,401.00	669,612.53	1,309,616.00	(10,785.00)	-0.8%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	164,923.00	182,855.00	76,670.67	182,855.00	0.00	0.0%

2021-22 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

30 66563 0000000  
Form 011

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290	0.00	17,135.00	0.00	17,135.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	197,595.00	348,953.00	87,895.26	348,953.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290	82,000.00	82,000.00	21,414.01	82,000.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	All Other	8290	4,250,000.00	8,903,241.00	1,530,960.05	8,721,972.00	(181,269.00)	-2.0%
TOTAL, FEDERAL REVENUE			6,775,889.00	11,995,059.00	1,256,546.82	11,801,773.00	(193,286.00)	-1.6%
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	141,385.00	141,385.00	145,902.00	141,385.00	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	861,471.00	999,061.00	309,573.67	1,070,835.00	71,774.00	7.2%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	881,391.00	784,272.00	0.03	898,776.00	114,504.00	14.6%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	3,609,006.00	7,179,839.00	1,883,886.00	7,356,497.00	176,658.00	2.5%
TOTAL, OTHER STATE REVENUE			5,493,253.00	9,104,557.00	2,339,361.70	9,467,493.00	362,936.00	4.0%

2021-22 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

30 66563 0000000  
Form 011

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	120,000.00	120,000.00	37,126.01	120,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	358,326.00	374,885.00	65,735.86	374,885.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers Of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	2,647,444.00	2,976,136.00	1,829,335.58	2,980,892.00	4,756.00	0.2%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers								
From Districts or Charter Schools	6360	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>3,125,770.00</b>	<b>3,471,021.00</b>	<b>1,932,197.45</b>	<b>3,475,777.00</b>	<b>4,756.00</b>	<b>0.1%</b>
<b>TOTAL, REVENUES</b>			<b>64,075,583.00</b>	<b>74,720,203.00</b>	<b>32,618,997.81</b>	<b>74,902,524.00</b>	<b>182,321.00</b>	<b>0.2%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	22,207,094.00	23,073,023.00	13,328,025.26	23,430,089.00	(357,066.00)	-1.5%
Certificated Pupil Support Salaries		1200	1,411,600.00	1,605,922.00	988,968.64	1,573,613.00	32,309.00	2.0%
Certificated Supervisors' and Administrators' Salaries		1300	2,840,090.00	2,966,862.00	1,668,960.31	2,878,323.00	88,539.00	3.0%
Other Certificated Salaries		1900	1,458,784.00	1,815,488.00	945,267.15	1,560,583.00	254,905.00	14.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>27,917,568.00</b>	<b>29,461,295.00</b>	<b>16,931,221.36</b>	<b>29,442,608.00</b>	<b>18,687.00</b>	<b>0.1%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	3,067,964.00	3,250,361.00	1,442,339.91	3,329,345.00	(78,984.00)	-2.4%
Classified Support Salaries		2200	2,731,539.00	3,032,922.00	1,506,754.71	3,032,963.00	(41.00)	0.0%
Classified Supervisors' and Administrators' Salaries		2300	1,072,874.00	1,070,559.00	570,715.16	1,130,545.00	(59,986.00)	-5.6%
Clerical, Technical and Office Salaries		2400	1,829,613.00	2,229,500.00	1,077,926.54	2,234,425.00	(4,925.00)	-0.2%
Other Classified Salaries		2900	1,476,589.00	1,595,573.00	782,003.67	1,559,915.00	35,658.00	2.2%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>10,178,579.00</b>	<b>11,178,915.00</b>	<b>5,379,739.99</b>	<b>11,287,193.00</b>	<b>(108,278.00)</b>	<b>-1.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	7,845,858.00	8,217,958.00	2,914,394.87	8,248,345.00	(30,387.00)	-0.4%
PERS		3201-3202	2,004,349.00	2,124,179.00	972,340.95	2,135,364.00	(11,185.00)	-0.5%
OASDI/Medicare/Alternative		3301-3302	1,136,221.00	1,227,081.00	632,504.98	1,226,659.00	422.00	0.0%
Health and Welfare Benefits		3401-3402	3,683,440.00	4,009,972.00	4,843,409.03	3,965,525.00	44,447.00	1.1%
Unemployment Insurance		3501-3502	477,942.00	195,263.00	111,064.81	197,884.00	(2,621.00)	-1.3%
Workers' Compensation		3601-3602	787,079.00	1,041,411.00	597,910.19	1,048,743.00	(7,332.00)	-0.7%
OPEB, Allocated		3701-3702	632,893.00	352,627.00	214,766.57	389,947.00	(37,320.00)	-10.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	95,000.00	95,000.00	48,316.19	95,000.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>16,662,782.00</b>	<b>17,263,491.00</b>	<b>10,334,707.59</b>	<b>17,307,467.00</b>	<b>(43,976.00)</b>	<b>-0.3%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	7,000.00	18,478.00	0.00	16,478.00	2,000.00	10.8%
Materials and Supplies		4300	4,232,074.00	4,145,763.00	1,367,900.30	4,080,946.00	64,817.00	1.6%
Noncapitalized Equipment		4400	265,201.00	226,530.00	44,280.05	237,757.00	(11,227.00)	-5.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>4,504,275.00</b>	<b>4,390,771.00</b>	<b>1,412,180.35</b>	<b>4,335,181.00</b>	<b>55,590.00</b>	<b>1.3%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	1,158,392.00	968,805.00	3,640.00	1,233,877.00	(265,072.00)	-27.4%
Travel and Conferences		5200	49,923.00	59,843.00	62,588.57	90,064.00	(30,221.00)	-50.5%
Dues and Memberships		5300	66,847.00	66,708.00	38,191.71	68,358.00	(1,650.00)	-2.5%
Insurance		5400-5450	371,281.00	377,756.00	387,568.10	377,756.00	0.00	0.0%
Operations and Housekeeping Services		5500	846,000.00	846,000.00	582,426.14	908,500.00	(62,500.00)	-7.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	555,002.00	201,818.00	117,205.98	192,040.00	9,778.00	4.8%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,746.00)	(1,746.00)	(641.16)	(1,746.00)	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,750,685.00	2,462,157.00	1,904,671.67	2,401,784.00	60,373.00	2.5%
Communications		5900	121,091.00	121,091.00	177,779.58	124,414.00	(3,323.00)	-2.7%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>4,917,475.00</b>	<b>5,102,432.00</b>	<b>3,273,430.59</b>	<b>5,395,047.00</b>	<b>(292,615.00)</b>	<b>-5.7%</b>

2021-22 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

30 66563 0000000  
Form 011

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	16,021.00	(16,021.00)	New
Equipment Replacement		6500	0.00	18,340.00	70,162.20	108,936.00	(90,596.00)	-494.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	18,340.00	70,162.20	124,957.00	(106,617.00)	-581.3%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	575,000.00	575,000.00	189,408.52	575,000.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			575,000.00	575,000.00	189,408.52	575,000.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	(98,486.00)	(79,018.00)	0.00	(78,650.00)	(368.00)	0.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(98,486.00)	(79,018.00)	0.00	(78,650.00)	(368.00)	0.5%
TOTAL, EXPENDITURES			64,657,193.00	67,911,226.00	37,590,850.60	68,388,803.00	(477,577.00)	-0.7%



2021-22 Second Interim  
General Fund  
Summary - Unrestricted/Restricted  
Revenues, Expenditures, and Changes in Fund Balance

30 66563 0000000  
Form 011

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	29,314.00	29,314.10	29,314.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	29,314.00	29,314.10	29,314.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	350,000.00	350,000.00	450,000.00	350,000.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	28,470.00	0.00	28,470.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			350,000.00	378,470.00	450,000.00	378,470.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			(350,000.00)	(349,156.00)	(420,685.90)	(349,156.00)	0.00	0.0%

Resource	Description	2021-22
		Projected Year Totals
2600	Expanded Learning Opportunities Program	1,419,798.00
5640	Medi-Cal Billing Option	134,534.00
6266	Educator Effectiveness, FY 2021-22	1,108,055.00
6300	Lottery: Instructional Materials	495,633.00
6536	Special Ed: Dispute Prevention and Dispute	84,357.00
6537	Special Ed: Learning Recovery Support	379,607.00
8150	Ongoing & Major Maintenance Account (RM,	334,546.00
9010	Other Restricted Local	52,708.00
Total, Restricted Balance		4,009,238.00



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	419,950.00	419,950.00	223,339.61	419,950.00	0.00	0.0%
5) TOTAL, REVENUES			419,950.00	419,950.00	223,339.61	419,950.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	107,594.00	376,440.00	173,702.12	376,440.00	0.00	0.0%
3) Employee Benefits		3000-3999	32,553.00	135,484.00	43,965.00	128,338.00	7,146.00	5.3%
4) Books and Supplies		4000-4999	14,000.00	14,000.00	955.28	21,146.00	(7,146.00)	-51.0%
5) Services and Other Operating Expenditures		5000-5999	8,457.00	8,457.00	7,130.65	8,457.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	9,188.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			171,792.00	534,381.00	225,753.05	534,381.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			248,158.00	(114,431.00)	(2,413.44)	(114,431.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	28,470.00	0.00	28,470.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	28,470.00	0.00	28,470.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			248,158.00	(85,961.00)	(2,413.44)	(85,961.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	484,054.00	109,151.00		109,151.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			484,054.00	109,151.00		109,151.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			484,054.00	109,151.00		109,151.00		
2) Ending Balance, June 30 (E + F1e)			732,212.00	23,190.00		23,190.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	732,212.00	23,190.00		23,190.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6105	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	5,239.00	5,239.00	310.58	5,239.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	414,711.00	414,711.00	223,029.03	414,711.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			419,950.00	419,950.00	223,339.61	419,950.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			419,950.00	419,950.00	223,339.61	419,950.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	9,053.00	53,409.00	32,698.33	53,409.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	98,541.00	323,031.00	141,003.79	323,031.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			107,594.00	376,440.00	173,702.12	376,440.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	18,005.00	76,205.00	21,543.89	76,205.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	7,765.00	27,845.00	11,636.30	27,845.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	4,698.00	20,210.00	5,385.24	13,064.00	7,146.00	35.4%
Unemployment Insurance		3501-3502	52.00	1,460.00	866.06	1,460.00	0.00	0.0%
Workers' Compensation		3601-3602	2,033.00	9,764.00	4,533.51	9,764.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			32,553.00	135,484.00	43,965.00	128,338.00	7,146.00	5.3%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	14,000.00	14,000.00	955.28	21,146.00	(7,146.00)	-51.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			14,000.00	14,000.00	955.28	21,146.00	(7,146.00)	-51.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	1,200.00	1,200.00	600.00	1,200.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	933.00	933.00	0.00	933.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	6,324.00	6,324.00	6,530.65	6,324.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>8,457.00</b>	<b>8,457.00</b>	<b>7,130.65</b>	<b>8,457.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	9,188.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>9,188.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>171,792.00</b>	<b>534,381.00</b>	<b>225,753.05</b>	<b>534,381.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8911	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	28,470.00	0.00	28,470.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	28,470.00	0.00	28,470.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	28,470.00	0.00	28,470.00		

Resource	Description	2021/22
		Projected Year Totals
9010	Other Restricted Local	23,190.00
Total, Restricted Balance		23,190.00

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,300,000.00	2,300,000.00	1,375,047.23	2,300,000.00	0.00	0.0%
3) Other State Revenue		8300-8599	175,000.00	175,000.00	77,727.41	175,000.00	0.00	0.0%
4) Other Local Revenue		8600-8799	250,000.00	1,500.00	415.12	1,500.00	0.00	0.0%
5) TOTAL, REVENUES			2,725,000.00	2,476,500.00	1,453,189.76	2,476,500.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,027,948.00	1,185,344.00	556,873.62	1,185,344.00	0.00	0.0%
3) Employee Benefits		3000-3999	382,965.00	433,499.00	198,133.34	425,044.00	8,455.00	2.0%
4) Books and Supplies		4000-4999	1,022,828.00	1,022,828.00	567,733.68	1,023,196.00	(368.00)	0.0%
5) Services and Other Operating Expenditures		5000-5999	65,710.00	89,635.00	47,411.49	89,635.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	6,200.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	89,298.00	79,018.00	0.00	78,650.00	368.00	0.5%
9) TOTAL, EXPENDITURES			2,588,749.00	2,810,324.00	1,376,352.13	2,801,869.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			136,251.00	(333,824.00)	76,837.63	(325,369.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	350,000.00	350,000.00	450,000.00	350,000.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			350,000.00	350,000.00	450,000.00	350,000.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			486,251.00	16,176.00	526,837.63	24,631.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	612,468.00	434,721.00		434,721.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			612,468.00	434,721.00		434,721.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			612,468.00	434,721.00		434,721.00		
2) Ending Balance, June 30 (E + F1e)			1,098,719.00	450,897.00		459,352.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	1,098,719.00	450,897.00		459,352.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

2021-22 Second Interim  
Cafeteria Special Revenue Fund  
Revenues, Expenditures, and Changes in Fund Balance

30 66563 0000000  
Form 13I

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	2,300,000.00	2,300,000.00	1,375,047.23	2,300,000.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			2,300,000.00	2,300,000.00	1,375,047.23	2,300,000.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	175,000.00	175,000.00	77,727.41	175,000.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			175,000.00	175,000.00	77,727.41	175,000.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	248,500.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1,500.00	1,500.00	415.12	1,500.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			250,000.00	1,500.00	415.12	1,500.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			2,725,000.00	2,476,500.00	1,453,189.76	2,476,500.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	785,337.00	960,825.00	441,476.00	960,825.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	144,848.00	140,744.00	69,913.46	140,744.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	97,763.00	83,775.00	45,484.16	83,775.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			1,027,948.00	1,185,344.00	556,873.62	1,185,344.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	189,391.00	243,848.00	103,909.82	243,848.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	76,053.00	87,897.00	40,178.99	87,897.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	96,554.00	65,562.00	36,805.93	57,107.00	8,455.00	12.9%
Unemployment Insurance		3501-3502	515.00	5,302.00	2,722.81	5,302.00	0.00	0.0%
Workers' Compensation		3601-3602	20,452.00	30,890.00	14,515.79	30,890.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			382,965.00	433,499.00	198,133.34	425,044.00	8,455.00	2.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	94,944.00	94,944.00	46,196.17	94,944.00	0.00	0.0%
Noncapitalized Equipment		4400	8,926.00	8,926.00	0.00	8,926.00	0.00	0.0%
Food		4700	918,958.00	918,958.00	521,537.51	919,326.00	(368.00)	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			1,022,828.00	1,022,828.00	567,733.68	1,023,196.00	(368.00)	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	2,797.00	2,797.00	1,215.23	2,797.00	0.00	0.0%
Dues and Memberships		5300	958.00	958.00	608.79	958.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	28,257.00	28,257.00	4,329.25	28,257.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	813.00	813.00	641.16	813.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	31,232.00	55,157.00	40,617.06	55,157.00	0.00	0.0%
Communications		5900	1,653.00	1,653.00	0.00	1,653.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>65,710.00</b>	<b>89,635.00</b>	<b>47,411.49</b>	<b>89,635.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CAPITAL OUTLAY</b>								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	6,200.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>6,200.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	89,298.00	79,018.00	0.00	78,650.00	368.00	0.5%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>89,298.00</b>	<b>79,018.00</b>	<b>0.00</b>	<b>78,650.00</b>	<b>368.00</b>	<b>0.5%</b>
<b>TOTAL, EXPENDITURES</b>			<b>2,588,749.00</b>	<b>2,810,324.00</b>	<b>1,376,352.13</b>	<b>2,801,869.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8916	350,000.00	350,000.00	450,000.00	350,000.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			350,000.00	350,000.00	450,000.00	350,000.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			350,000.00	350,000.00	450,000.00	350,000.00		

Resource	Description	2021/22
		Projected Year Totals
5310	Child Nutrition: School Programs (e.g., School Lunch, School	459,352.00
Total, Restricted Balance		459,352.00

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	4,449.59	4,449.59	4,231.64	4,449.59	0.00	0%
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	4,449.59	4,449.59	4,231.64	4,449.59	0.00	0%
<b>5. District Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	4,449.59	4,449.59	4,231.64	4,449.59	0.00	0%
<b>7. Adults in Correctional Facilities</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education Grant ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>2. District Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
<b>g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>4. Adults in Correctional Facilities</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>5. County Operations Grant ADA</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>6. Charter School ADA</b> (Enter Charter School ADA using Tab C. Charter School ADA)						



Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	0.00	0.00	0.00	0.00	0.00	0%

Section I - Expenditures	Funds 01, 09, and 62			2021-22 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	68,767,273.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	11,998,763.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	124,957.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	378,470.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				503,427.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	325,369.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				56,590,452.00

Section II - Expenditures Per ADA		2021-22 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form AI, Column C, sum of lines A6 and C9)*		4,231.64
B. Expenditures per ADA (Line I.E divided by Line II.A)		13,373.17
<b>Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)</b>		
	<b>Total</b>	<b>Per ADA</b>
A. Base expenditures (Preloaded expenditures extracted from prior year Unaudited Actuals MOE calculation). (Note: If the prior year MOE was not met, in its final determination, CDE will adjust the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	55,590,531.97	12,493.41
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	55,590,531.97	12,493.41
B. Required effort (Line A.2 times 90%)	50,031,478.77	11,244.07
C. Current year expenditures (Line I.E and Line II.B)	56,590,452.00	13,373.17
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2023-24 may be reduced by the lower of the two percentages)	0.00%	0.00%

\*Interim Periods - Annual ADA not available from Form AI. For your convenience, Projected Year Totals Estimated P-2 ADA is extracted. Manual adjustment may be required to reflect estimated Annual ADA.

**SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)**

Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

### Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

#### A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 7200-7700, goals 0000 and 9000) 2,821,866.00
2. Contracted general administrative positions not paid through payroll \_\_\_\_\_
  - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. \_\_\_\_\_
  - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

#### B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 54,825,455.00

#### C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 5.15%

### Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

#### A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation. \_\_\_\_\_

#### B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

0.00

**Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)**

**A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	2,878,789.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	1,269,034.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	62,000.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	284,514.17
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	4,494,337.17
9. Carry-Forward Adjustment (Part IV, Line F)	1,793,430.28
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	6,287,767.45

**B. Base Costs**

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	41,871,790.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	9,265,202.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	4,457,393.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	1,018,853.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	(7,707.00)
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	193,718.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	5,240,032.83
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	534,381.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	1,803,893.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	64,377,555.83

**C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment**

(For information only - not for use when claiming/recovering indirect costs)

(Line A8 divided by Line B19)

6.98%

**D. Preliminary Proposed Indirect Cost Rate**

(For final approved fixed-with-carry-forward rate for use in 2023-24 see [www.cde.ca.gov/fg/ac/ic/](http://www.cde.ca.gov/fg/ac/ic/))

(Line A10 divided by Line B19)

9.77%



**Part IV - Carry-forward Adjustment**

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	<u>4,494,337.17</u>
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	<u>105,954.54</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (4.36%) times Part III, Line B19); zero if negative	<u>1,793,430.28</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (4.36%) times Part III, Line B19) or (the highest rate used to recover costs from any program (4.36%) times Part III, Line B19); zero if positive	<u>0.00</u>
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	<u>1,793,430.28</u>
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
<p>Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.</p>	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>not applicable</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	<u>1,793,430.28</u>

Approved indirect cost rate: 4.36%  
Highest rate used in any program: 4.36%

<b>Fund</b>	<b>Resource</b>	<b>Eligible Expenditures (Objects 1000-5999 except 4700 &amp; 5100)</b>	<b>Indirect Costs Charged (Objects 7310 and 7350)</b>	<b>Rate Used</b>
01	3010	1,254,902.00	54,714.00	4.36%
01	3212	3,088,718.00	134,668.00	4.36%
01	3216	455,900.00	19,877.00	4.36%
01	3217	104,633.00	4,562.00	4.36%
01	3218	297,193.00	12,958.00	4.36%
01	3219	512,310.00	22,337.00	4.36%
01	3310	1,149,343.00	50,111.00	4.36%
01	3311	2,928.00	127.00	4.34%
01	3315	39,769.00	1,734.00	4.36%
01	4035	144,073.00	6,282.00	4.36%
01	6010	25,000.00	1,090.00	4.36%
01	6053	25,000.00	1,090.00	4.36%
01	6266	35,000.00	1,526.00	4.36%
01	8150	1,570,556.00	68,476.00	4.36%
01	9010	543,184.00	9,647.00	1.78%
13	5310	1,803,893.00	78,650.00	4.36%



Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	50,157,481.00	0.13%	50,220,199.00	6.06%	53,262,773.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	899,009.00	-3.45%	850,000.00	0.00%	850,000.00
4. Other Local Revenues	8600-8799	183,000.00	0.00%	183,000.00	0.00%	183,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	29,314.00	-100.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(7,076,693.00)	9.51%	(7,750,000.00)	9.68%	(8,500,000.00)
6. Total (Sum lines A1 thru A5c)		44,192,111.00	-1.56%	43,503,199.00	5.27%	45,795,773.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				19,278,192.00		21,486,643.00
b. Step & Column Adjustment				308,451.00		313,386.00
c. Cost-of-Living Adjustment				1,900,000.00		1,500,000.00
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	19,278,192.00	11.46%	21,486,643.00	8.44%	23,300,029.00
2. Classified Salaries						
a. Base Salaries				7,050,476.00		7,120,980.00
b. Step & Column Adjustment				70,504.00		71,209.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	7,050,476.00	1.00%	7,120,980.00	1.00%	7,192,189.00
3. Employee Benefits	3000-3999	9,923,171.00	15.11%	11,422,105.00	-1.10%	11,296,026.00
4. Books and Supplies	4000-4999	1,146,578.00	134.49%	2,688,603.00	11.16%	2,988,603.00
5. Services and Other Operating Expenditures	5000-5999	2,920,745.00	2.71%	3,000,000.00	0.00%	3,000,000.00
6. Capital Outlay	6000-6999	106,617.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(467,849.00)	-30.53%	(325,000.00)	0.00%	(325,000.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	378,470.00	-100.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		40,336,400.00	12.54%	45,393,331.00	4.53%	47,451,847.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		3,855,711.00		(1,890,132.00)		(1,656,074.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		12,885,983.00		16,741,694.00		14,851,562.00
2. Ending Fund Balance (Sum lines C and D1)		16,741,694.00		14,851,562.00		13,195,488.00
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	115,000.00		115,000.00		115,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	13,173,624.00		11,194,096.00		9,476,007.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,063,018.00		2,085,520.00		2,081,231.00
2. Unassigned/Unappropriated	9790	1,390,052.00		1,456,946.00		1,523,250.00
f. Total Components of Ending Fund Balance		16,741,694.00		14,851,562.00		13,195,488.00
(Line D3f must agree with line D2)						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,063,018.00		2,085,520.00		2,081,231.00
c. Unassigned/Unappropriated	9790	1,390,052.00		1,456,946.00		1,523,250.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		3,453,070.00		3,542,466.00		3,604,481.00
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	
2. Federal Revenues	8100-8299	11,801,773.00	-45.92%	6,382,080.00	-33.23%	4,261,349.00
3. Other State Revenues	8300-8599	8,568,484.00	-45.14%	4,700,324.00	0.00%	4,700,324.00
4. Other Local Revenues	8600-8799	3,292,777.00	-2.25%	3,218,539.00	-6.99%	2,993,566.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	7,076,693.00	9.51%	7,750,000.00	9.68%	8,500,000.00
6. Total (Sum lines A1 thru A5c)		30,739,727.00	-28.27%	22,050,943.00	-7.24%	20,455,239.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				10,164,416.00		7,997,714.00
b. Step & Column Adjustment				162,630.00		165,232.00
c. Cost-of-Living Adjustment				(2,329,332.00)		(1,500,000.00)
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	10,164,416.00	-21.32%	7,997,714.00	-16.69%	6,662,946.00
2. Classified Salaries						
a. Base Salaries				4,236,717.00		4,279,084.00
b. Step & Column Adjustment				42,367.00		42,790.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,236,717.00	1.00%	4,279,084.00	1.00%	4,321,874.00
3. Employee Benefits	3000-3999	7,384,296.00	-3.21%	7,147,206.00	1.97%	7,287,706.00
4. Books and Supplies	4000-4999	3,188,603.00	-43.55%	1,800,000.00	-16.67%	1,500,000.00
5. Services and Other Operating Expenditures	5000-5999	2,474,302.00	-19.17%	2,000,000.00	-37.50%	1,250,000.00
6. Capital Outlay	6000-6999	18,340.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	575,000.00	0.00%	575,000.00	0.00%	575,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	389,199.00	-16.50%	325,000.00	0.00%	325,000.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		28,430,873.00	-15.15%	24,124,004.00	-9.13%	21,922,526.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		2,308,854.00		(2,073,061.00)		(1,467,287.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		1,379,154.00		3,688,008.00		1,614,947.00
2. Ending Fund Balance (Sum lines C and D1)		3,688,008.00		1,614,947.00		147,660.00
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	4,009,238.00		1,936,177.00		468,890.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(321,230.00)		(321,230.00)		(321,230.00)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,688,008.00		1,614,947.00		147,660.00

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	50,157,481.00	0.13%	50,220,199.00	6.06%	53,262,773.00
2. Federal Revenues	8100-8299	11,801,773.00	-45.92%	6,382,080.00	-33.23%	4,261,349.00
3. Other State Revenues	8300-8599	9,467,493.00	-41.37%	5,550,324.00	0.00%	5,550,324.00
4. Other Local Revenues	8600-8799	3,475,777.00	-2.14%	3,401,539.00	-6.61%	3,176,566.00
5. Other Financing Sources						
a. Transfers In	8900-8929	29,314.00	-100.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		74,931,838.00	-12.51%	65,554,142.00	1.06%	66,251,012.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				29,442,608.00		29,484,357.00
b. Step & Column Adjustment				471,081.00		478,618.00
c. Cost-of-Living Adjustment				(429,332.00)		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	29,442,608.00	0.14%	29,484,357.00	1.62%	29,962,975.00
2. Classified Salaries						
a. Base Salaries				11,287,193.00		11,400,064.00
b. Step & Column Adjustment				112,871.00		113,999.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	11,287,193.00	1.00%	11,400,064.00	1.00%	11,514,063.00
3. Employee Benefits	3000-3999	17,307,467.00	7.29%	18,569,311.00	0.08%	18,583,732.00
4. Books and Supplies	4000-4999	4,335,181.00	3.54%	4,488,603.00	0.00%	4,488,603.00
5. Services and Other Operating Expenditures	5000-5999	5,395,047.00	-7.32%	5,000,000.00	-15.00%	4,250,000.00
6. Capital Outlay	6000-6999	124,957.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	575,000.00	0.00%	575,000.00	0.00%	575,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(78,650.00)	-100.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	378,470.00	-100.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		68,767,273.00	1.09%	69,517,335.00	-0.21%	69,374,373.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		6,164,565.00		(3,963,193.00)		(3,123,361.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		14,265,137.00		20,429,702.00		16,466,509.00
2. Ending Fund Balance (Sum lines C and D1)		20,429,702.00		16,466,509.00		13,343,148.00
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	115,000.00		115,000.00		115,000.00
b. Restricted	9740	4,009,238.00		1,936,177.00		468,890.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	13,173,624.00		11,194,096.00		9,476,007.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,063,018.00		2,085,520.00		2,081,231.00
2. Unassigned/Unappropriated	9790	1,068,822.00		1,135,716.00		1,202,020.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		20,429,702.00		16,466,509.00		13,343,148.00

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES (Unrestricted except as noted)</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,063,018.00		2,085,520.00		2,081,231.00
c. Unassigned/Unappropriated	9790	1,390,052.00		1,456,946.00		1,523,250.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(321,230.00)		(321,230.00)		(321,230.00)
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		3,131,840.00		3,221,236.00		3,283,251.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		4.55%		4.63%		4.73%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form AI, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		4,231.64		4,230.00		4,153.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		68,767,273.00		69,517,335.00		69,374,373.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		68,767,273.00		69,517,335.00		69,374,373.00
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		2,063,018.19		2,085,520.05		2,081,231.19
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		2,063,018.19		2,085,520.05		2,081,231.19
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES



Second Interim  
2021-22 Projected Year Totals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

30 66563 0000000  
Form SIAI

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
011 GENERAL FUND								
Expenditure Detail	0.00	(1,746.00)	0.00	(78,650.00)				
Other Sources/Uses Detail					29,314.00	378,470.00		
Fund Reconciliation								
081 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
091 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
101 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
111 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
121 CHILD DEVELOPMENT FUND								
Expenditure Detail	933.00	0.00	0.00	0.00				
Other Sources/Uses Detail					28,470.00	0.00		
Fund Reconciliation								
131 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	813.00	0.00	78,650.00	0.00				
Other Sources/Uses Detail					350,000.00	0.00		
Fund Reconciliation								
141 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
151 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
171 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
181 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
191 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
201 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
211 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
251 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
301 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
351 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
401 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	29,314.00		
Fund Reconciliation								
491 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
511 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
521 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
531 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
561 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
571 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								

Second Interim  
2021-22 Projected Year Totals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

30 66563 0000000  
Form SIAI

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
611 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
621 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
631 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
661 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
671 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
711 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
731 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
761 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
951 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	1,746.00	(1,746.00)	78,650.00	(78,650.00)	407,784.00	407,784.00		



Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the interim certification.

## CRITERIA AND STANDARDS

### 1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's ADA Standard Percentage Range:

#### 1A. Calculating the District's ADA Variances

DATA ENTRY: First Interim data that exist will be extracted into the first column, otherwise, enter data for all fiscal years. Second Interim Projected Year Totals data that exist for the current year will be extracted; otherwise, enter data for all fiscal years. Enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for all fiscal years.

Estimated Funded ADA				
Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 1A)	Second Interim Projected Year Totals (Form AI, Lines A4 and C4)	Percent Change	Status
Current Year (2021-22)				
District Regular	4,449.59	4,449.59		
Charter School	0.00	0.00		
<b>Total ADA</b>	<b>4,449.59</b>	<b>4,449.59</b>	<b>0.0%</b>	<b>Met</b>
1st Subsequent Year (2022-23)				
District Regular	4,385.00	4,203.00		
Charter School				
<b>Total ADA</b>	<b>4,385.00</b>	<b>4,203.00</b>	<b>-4.2%</b>	<b>Not Met</b>
2nd Subsequent Year (2023-24)				
District Regular	4,385.00	4,153.00		
Charter School				
<b>Total ADA</b>	<b>4,385.00</b>	<b>4,153.00</b>	<b>-5.3%</b>	<b>Not Met</b>

#### 1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - The projected change since first interim projections for funded ADA exceeds two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting funded ADA, and what changes will be made to improve the accuracy of projections in this area.

**Explanation:**  
(required if NOT met)

The District had a decline in enrollment, which began immediately when the COVID-19 Pandemic began. ADA had declines accordingly and is much lower than the hold harmless ADA from 2019-20.

## 2. CRITERION: Enrollment

STANDARD: Projected enrollment for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's Enrollment Standard Percentage Range: -2.0% to +2.0%

### 2A. Calculating the District's Enrollment Variances

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Percent Change	Status
	First Interim (Form 01CSI, Item 2A)	Second Interim CBEDS/Projected		
Current Year (2021-22)				
District Regular	4,428	4,415		
Charter School				
<b>Total Enrollment</b>	<b>4,428</b>	<b>4,415</b>	<b>-0.3%</b>	<b>Met</b>
1st Subsequent Year (2022-23)				
District Regular	4,395	4,365		
Charter School				
<b>Total Enrollment</b>	<b>4,395</b>	<b>4,365</b>	<b>-0.7%</b>	<b>Met</b>
2nd Subsequent Year (2023-24)				
District Regular	4,395	4,315		
Charter School				
<b>Total Enrollment</b>	<b>4,395</b>	<b>4,315</b>	<b>-1.8%</b>	<b>Met</b>

### 2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment projections have not changed since first interim projections by more than two percent for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

**3. CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the current fiscal year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

**3A. Calculating the District's ADA to Enrollment Standard**

DATA ENTRY: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. First Interim data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Form 01CSI, Item 3A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2018-19)			
District Regular	4,426	4,656	
Charter School			
<b>Total ADA/Enrollment</b>	<b>4,426</b>	<b>4,656</b>	<b>95.1%</b>
Second Prior Year (2019-20)			
District Regular	4,450	4,604	
Charter School			
<b>Total ADA/Enrollment</b>	<b>4,450</b>	<b>4,604</b>	<b>96.7%</b>
First Prior Year (2020-21)			
District Regular	4,450	4,478	
Charter School	0		
<b>Total ADA/Enrollment</b>	<b>4,450</b>	<b>4,478</b>	<b>99.4%</b>
Historical Average Ratio:			97.1%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			97.6%

**3B. Calculating the District's Projected Ratio of ADA to Enrollment**

DATA ENTRY: Estimated P-2 ADA will be extracted into the first column for the Current Year; enter data in the first column for the subsequent fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form AI, Lines A4 and C4)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2021-22)				
District Regular	4,232	4,415		
Charter School	0			
<b>Total ADA/Enrollment</b>	<b>4,232</b>	<b>4,415</b>	<b>95.9%</b>	<b>Met</b>
1st Subsequent Year (2022-23)				
District Regular	4,203	4,365		
Charter School				
<b>Total ADA/Enrollment</b>	<b>4,203</b>	<b>4,365</b>	<b>96.3%</b>	<b>Met</b>
2nd Subsequent Year (2023-24)				
District Regular	4,153	4,315		
Charter School				
<b>Total ADA/Enrollment</b>	<b>4,153</b>	<b>4,315</b>	<b>96.2%</b>	<b>Met</b>

**3C. Comparison of District ADA to Enrollment Ratio to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

#### 4. CRITERION: LCFF Revenue

STANDARD: Projected LCFF revenue for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since first interim projections.

District's LCFF Revenue Standard Percentage Range:

#### 4A. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. In the Second Interim column, Current Year data are extracted; enter data for the two subsequent years.

LCFF Revenue				
(Fund 01, Objects 8011, 8012, 8020-8089)				
First Interim		Second Interim		
Fiscal Year	(Form 01CSI, Item 4A)	Projected Year Totals	Percent Change	Status
Current Year (2021-22)	50,149,566.00	50,157,481.00	0.0%	Met
1st Subsequent Year (2022-23)	49,170,499.00	50,220,199.00	2.1%	Not Met
2nd Subsequent Year (2023-24)	51,839,199.00	53,262,773.00	2.7%	Not Met

#### 4B. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected LCFF revenue has changed since first interim projections by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:  
(required if NOT met)

The District has increased UPP to 80.70 % and above 80% the two subsequent years increasing LCFF funding.

**5. CRITERION: Salaries and Benefits**

**STANDARD:** Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the current fiscal year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

**5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2018-19)	37,355,538.92	41,848,930.12	89.3%
Second Prior Year (2019-20)	39,112,894.45	42,713,750.26	91.6%
First Prior Year (2020-21)	35,176,812.77	38,015,502.75	92.5%
	Historical Average Ratio:		91.1%

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	88.1% to 94.1%	88.1% to 94.1%	88.1% to 94.1%

**5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; if not, enter Projected Year Totals data. Projected Year Totals data for Current Year are extracted.

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 011, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 011, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)		
Current Year (2021-22)	36,251,839.00	39,957,930.00	90.7%	Met
1st Subsequent Year (2022-23)	40,029,728.00	45,393,331.00	88.2%	Met
2nd Subsequent Year (2023-24)	41,788,244.00	47,451,847.00	88.1%	Met

**5C. Comparison of District Salaries and Benefits Ratio to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

## 6. CRITERION: Other Revenues and Expenditures

**STANDARD:** Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the current fiscal year or two subsequent fiscal years, have not changed by more than five percent since first interim projections.

Changes that exceed five percent in any major object category must be explained.

District's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
District's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

### 6A. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range

**DATA ENTRY:** First Interim data that exist will be extracted; otherwise, enter data into the first column. Second Interim data for the Current Year are extracted. If Second Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	First Interim Projected Year Totals (Form 01CSI, Item 6A)	Second Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
----------------------------	-----------------------------------------------------------------	------------------------------------------------------------------	----------------	----------------------------------------

#### Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)

Current Year (2021-22)	11,995,059.00	11,801,773.00	-1.6%	No
1st Subsequent Year (2022-23)	5,838,562.00	6,382,080.00	9.3%	Yes
2nd Subsequent Year (2023-24)	4,483,599.00	4,261,349.00	-5.0%	No

**Explanation:**  
(required if Yes)

The District will be recognizing revenues in subsequent years.

#### Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)

Current Year (2021-22)	9,104,557.00	9,467,493.00	4.0%	No
1st Subsequent Year (2022-23)	5,438,080.00	5,550,324.00	2.1%	No
2nd Subsequent Year (2023-24)	5,438,080.00	5,550,324.00	2.1%	No

**Explanation:**  
(required if Yes)

#### Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)

Current Year (2021-22)	3,471,021.00	3,475,777.00	0.1%	No
1st Subsequent Year (2022-23)	3,471,021.00	3,401,539.00	-2.0%	No
2nd Subsequent Year (2023-24)	3,471,021.00	3,176,566.00	-8.5%	Yes

**Explanation:**  
(required if Yes)

The District made adjustments to revenue as more information has been published.

#### Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)

Current Year (2021-22)	4,390,771.00	4,335,181.00	-1.3%	No
1st Subsequent Year (2022-23)	2,132,208.00	4,488,603.00	110.5%	Yes
2nd Subsequent Year (2023-24)	2,132,208.00	4,488,603.00	110.5%	Yes

**Explanation:**  
(required if Yes)

Adjustments are made to account for revenue changes.

#### Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)

Current Year (2021-22)	5,102,432.00	5,395,047.00	5.7%	Yes
1st Subsequent Year (2022-23)	5,300,000.00	5,000,000.00	-5.7%	Yes
2nd Subsequent Year (2023-24)	5,300,000.00	4,250,000.00	-19.8%	Yes

**Explanation:**  
(required if Yes)

Adjustments are made to account for revenue changes.

## 6B. Calculating the District's Change in Total Operating Revenues and Expenditures

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	First Interim Projected Year Totals	Second Interim Projected Year Totals	Percent Change	Status
<b>Total Federal, Other State, and Other Local Revenue (Section 6A)</b>				
Current Year (2021-22)	24,570,637.00	24,745,043.00	0.7%	Met
1st Subsequent Year (2022-23)	14,747,663.00	15,333,943.00	4.0%	Met
2nd Subsequent Year (2023-24)	13,392,700.00	12,988,239.00	-3.0%	Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)</b>				
Current Year (2021-22)	9,493,203.00	9,730,228.00	2.5%	Met
1st Subsequent Year (2022-23)	7,432,208.00	9,488,603.00	27.7%	Not Met
2nd Subsequent Year (2023-24)	7,432,208.00	8,738,603.00	17.6%	Not Met

## 6C. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

- 1a. STANDARD MET - Projected total operating revenues have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

**Explanation:**

Federal Revenue  
(linked from 6A  
if NOT met)

**Explanation:**

Other State Revenue  
(linked from 6A  
if NOT met)

**Explanation:**

Other Local Revenue  
(linked from 6A  
if NOT met)

- 1b. STANDARD NOT MET - One or more total operating expenditures have changed since first interim projections by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:**

Books and Supplies  
(linked from 6A  
if NOT met)

**Explanation:**

Services and Other Exps  
(linked from 6A  
if NOT met)

## 7. CRITERION: Facilities Maintenance

STANDARD: Identify changes that have occurred since first interim projections in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

### Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

**NOTE:** EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Per SB 98 and SB 820 of 2020, resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690 are excluded from the total general fund expenditures calculation.

**DATA ENTRY:** Enter the Required Minimum Contribution if First Interim data does not exist. First Interim data that exist will be extracted; otherwise, enter First Interim data into lines 1, if applicable, and 2. All other data are extracted.

	Required Minimum Contribution	Second Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	1,663,917.00	1,694,182.00	Met
2. First Interim Contribution (information only) (Form 01CSI, First Interim, Criterion 7, Line 1)		1,674,417.00	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
<input type="checkbox"/>	Other (explanation must be provided)

**Explanation:**  
(required if NOT met  
and Other is marked)



## 8. CRITERION: Deficit Spending

**STANDARD:** Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in any of the current fiscal year or two subsequent fiscal years.

<sup>1</sup>Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup>A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

### 8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District's Available Reserve Percentages (Criterion 10C, Line 9)	4.6%	4.6%	4.7%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	1.5%	1.5%	1.6%

### 8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals			Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	
Current Year (2021-22)	3,855,711.00	40,336,400.00	N/A	Met
1st Subsequent Year (2022-23)	(1,890,132.00)	45,393,331.00	4.2%	Not Met
2nd Subsequent Year (2023-24)	(1,656,074.00)	47,451,847.00	3.5%	Not Met

### 8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage level in any of the current year or two subsequent fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budget, and what changes will be made to ensure that the budget deficits are eliminated or are balanced within the standard.

Explanation:  
(required if NOT met)

The District will shift expenditures to unrestricted and reduce the budget as needed.

## 9. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

### 9A-1. Determining if the District's General Fund Ending Balance is Positive

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Ending Fund Balance General Fund Projected Year Totals		
Fiscal Year	(Form 01I, Line F2 ) (Form MYPI, Line D2)	Status
Current Year (2021-22)	20,429,702.00	Met
1st Subsequent Year (2022-23)	16,466,509.00	Met
2nd Subsequent Year (2023-24)	13,343,148.00	Met

### 9A-2. Comparison of the District's Ending Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

B. CASH BALANCE STANDARD: Projected general fund cash balance will be positive at the end of the current fiscal year.

### 9B-1. Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Ending Cash Balance General Fund (Form CASH, Line F, June Column)			Status
Fiscal Year			
Current Year (2021-22)	900,000.00		Met

### 9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:  
(required if NOT met)

## 10. CRITERION: Reserves

**STANDARD:** Available reserves<sup>1</sup> for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

**DATA ENTRY:** Current Year data are extracted. If Form MYPI exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA	
5% or \$71,000 (greater of)	0	to 300
4% or \$71,000 (greater of)	301	to 1,000
3%	1,001	to 30,000
2%	30,001	to 400,000
1%	400,001	and over

<sup>1</sup> Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

<sup>3</sup> A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4. Subsequent Years, Form MYPI, Line F2, if available.)	4,232	4,230	4,153
District's Reserve Standard Percentage Level:	3%	3%	3%

### 10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

**DATA ENTRY:** For SELPA AUs, if Form MYPI exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Current Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:
  - Enter the name(s) of the SELPA(s):

No

	Current Year Projected Year Totals (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

### 10B. Calculating the District's Reserve Standard

**DATA ENTRY:** If Form MYPI exists, all data will be extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	68,767,273.00	69,517,335.00	69,374,373.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	68,767,273.00	69,517,335.00	69,374,373.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	2,063,018.19	2,085,520.05	2,081,231.19
6. Reserve Standard - by Amount (\$71,000 for districts with less than 1,001 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	2,063,018.19	2,085,520.05	2,081,231.19

### 10C. Calculating the District's Available Reserve Amount

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4)	Current Year Projected Year Totals (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	2,063,018.00	2,085,520.00	2,081,231.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	1,390,052.00	1,456,946.00	1,523,250.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)	(321,230.00)	(321,230.00)	(321,230.00)
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. District's Available Reserve Amount (Lines C1 thru C7)	3,131,840.00	3,221,236.00	3,283,251.00
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	4.55%	4.63%	4.73%
District's Reserve Standard (Section 10B, Line 7):	2,063,018.19	2,085,520.05	2,081,231.19
Status:	Met	Met	Met

### 10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

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**SUPPLEMENTAL INFORMATION**

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DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

**S1. Contingent Liabilities**

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since first interim projections that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

**S2. Use of One-time Revenues for Ongoing Expenditures**

- 1a. Does your district have ongoing general fund expenditures funded with one-time revenues that have changed since first interim projections by more than five percent?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

**S3. Temporary Interfund Borrowings**

- 1a. Does your district have projected temporary borrowings between funds?  
(Refer to Education Code Section 42603)

No

- 1b. If Yes, identify the interfund borrowings:

**S4. Contingent Revenues**

- 1a. Does your district have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

## S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since first interim projections.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since first interim projections.

Identify capital project cost overruns that have occurred since first interim projections that may impact the general fund budget.

District's Contributions and Transfers Standard:

-5.0% to +5.0%  
or -\$20,000 to +\$20,000

### S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: First Interim data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the Second Interim's Current Year data will be extracted. Enter Second Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, the Second Interim's Current Year data will be extracted. If Form MYPI exists, the data will be extracted into the Second Interim column for the 1st and 2nd Subsequent Years. If Form MYPI does not exist, enter data for 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	First Interim (Form 01CSI, Item S5A)	Second Interim Projected Year Totals	Percent Change	Amount of Change	Status
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>					
Current Year (2021-22)	(7,060,622.00)	(7,076,693.00)	0.2%	16,071.00	Met
1st Subsequent Year (2022-23)	(7,500,000.00)	(7,750,000.00)	3.3%	250,000.00	Met
2nd Subsequent Year (2023-24)	(8,000,000.00)	(8,500,000.00)	6.3%	500,000.00	Not Met
<b>1b. Transfers In, General Fund *</b>					
Current Year (2021-22)	29,314.00	29,314.00	0.0%	0.00	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2023-24)	0.00	0.00	0.0%	0.00	Met
<b>1c. Transfers Out, General Fund *</b>					
Current Year (2021-22)	378,470.00	378,470.00	0.0%	0.00	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2023-24)	0.00	0.00	0.0%	0.00	Met

#### 1d. Capital Project Cost Overruns

Have capital project cost overruns occurred since first interim projections that may impact the general fund operational budget?

No

\* Include transfers used to cover operating deficits in either the general fund or any other fund.

### S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for Item 1d.

- 1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed since first interim projections by more than the standard for any of the current year or subsequent two fiscal years. Identify restricted programs and contribution amount for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation:  
(required if NOT met)

The District increased contributions to account for inflation increase of 10%

- 1b. MET - Projected transfers in have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

1c. MET - Projected transfers out have not changed since first interim projections by more than the standard for the current year and two subsequent fiscal years.

Explanation:  
(required if NOT met)

1d. NO - There have been no capital project cost overruns occurring since first interim projections that may impact the general fund operational budget.

Project Information:  
(required if YES)





**S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment**

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the current and two subsequent fiscal years.

Explanation:  
(Required if Yes  
to increase in total  
annual payments)

**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

DATA ENTRY: Click the appropriate Yes or No button in Item 1; if Yes, an explanation is required in Item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

n/a

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment.

Explanation:  
(Required if Yes)

## S7. Unfunded Liabilities

Identify any changes in estimates for unfunded liabilities since first interim projections, and indicate whether the changes are the result of a new actuarial valuation.

### S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7A) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1. a. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)

No

- b. If Yes to Item 1a, have there been changes since first interim in OPEB liabilities?

n/a

- c. If Yes to Item 1a, have there been changes since first interim in OPEB contributions?

n/a

#### 2. OPEB Liabilities

- a. Total OPEB liability  
b. OPEB plan(s) fiduciary net position (if applicable)  
c. Total/Net OPEB liability (Line 2a minus Line 2b)  
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?  
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.

First Interim (Form 01CSI, Item S7A)	Second Interim
14,718,190.00	14,718,190.00
0.00	0.00
14,718,190.00	14,718,190.00

Actuarial	Actuarial
Jun 30, 2021	Jun 30, 2021

#### 3. OPEB Contributions

- a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method

Current Year (2021-22)  
1st Subsequent Year (2022-23)  
2nd Subsequent Year (2023-24)

First Interim (Form 01CSI, Item S7A)	Second Interim
1,376,394.00	1,376,394.00
1,376,394.00	1,376,394.00
1,376,394.00	1,376,394.00

- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)

Current Year (2021-22)  
1st Subsequent Year (2022-23)  
2nd Subsequent Year (2023-24)

352,627.00	389,947.00
352,627.00	389,947.00
352,627.00	389,947.00

- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

Current Year (2021-22)  
1st Subsequent Year (2022-23)  
2nd Subsequent Year (2023-24)

0.00	0.00
0.00	0.00
0.00	0.00

- d. Number of retirees receiving OPEB benefits

Current Year (2021-22)  
1st Subsequent Year (2022-23)  
2nd Subsequent Year (2023-24)

8	0
8	0
8	0

#### 4. Comments:

**S7B. Identification of the District's Unfunded Liability for Self-insurance Programs**

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. First Interim data that exist (Form 01CSI, Item S7B) will be extracted; otherwise, enter First Interim and Second Interim data in items 2-4.

1. a. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)

No

- b. If Yes to item 1a, have there been changes since first interim in self-insurance liabilities?

n/a

- c. If Yes to item 1a, have there been changes since first interim in self-insurance contributions?

n/a

2. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs  
b. Unfunded liability for self-insurance programs

First Interim (Form 01CSI, Item S7B)	Second Interim

3. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs  
Current Year (2021-22)  
1st Subsequent Year (2022-23)  
2nd Subsequent Year (2023-24)

First Interim (Form 01CSI, Item S7B)	Second Interim

- b. Amount contributed (funded) for self-insurance programs  
Current Year (2021-22)  
1st Subsequent Year (2022-23)  
2nd Subsequent Year (2023-24)


4. Comments:

--

**S8. Status of Labor Agreements**

Analyze the status of all employee labor agreements. Identify new labor agreements that have been ratified since first interim projections, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards and may provide written comments to the president of the district governing board and superintendent.

**S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Certificated Labor Agreements as of the Previous Reporting Period**

Were all certificated labor negotiations settled as of first interim projections?

Yes

If Yes, complete number of FTEs, then skip to section S8B.

If No, continue with section S8A.

**Certificated (Non-management) Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2020-21)	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of certificated (non-management) full-time-equivalent (FTE) positions	231.0	242.0	242.0	242.0

1a. Have any salary and benefit negotiations been settled since first interim projections?

n/a

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 6 and 7.

**Negotiations Settled Since First Interim Projections**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

Oct 14, 2021

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

Oct 14, 2021

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date: Jul 01, 2021

End Date: Jun 30, 2022

5. Salary settlement:

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

**One Year Agreement**

Total cost of salary settlement

1,073,817

1,116,769

1,118,487

% change in salary schedule from prior year

or

**Multiyear Agreement**

Total cost of salary settlement

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

**Negotiations Not Settled**

6. Cost of a one percent increase in salary and statutory benefits

7. Amount included for any tentative salary schedule increases

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes

**Certificated (Non-management) Prior Year Settlements Negotiated Since First Interim Projections**

Are any new costs negotiated since first interim projections for prior year settlements included in the interim?

No		
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If Yes, amount of new costs included in the interim and MYPs  
If Yes, explain the nature of the new costs:

**Certificated (Non-management) Step and Column Adjustments**

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
460,297	471,380	478,922

**Certificated (Non-management) Attrition (layoffs and retirements)**

- Are savings from attrition included in the interim and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
Yes	Yes	Yes

**Certificated (Non-management) - Other**

List other significant contract changes that have occurred since first interim projections and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

**S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Classified Labor Agreements as of the Previous Reporting Period**

Were all classified labor negotiations settled as of first interim projections?

If Yes, complete number of FTEs, then skip to section S8C.

If No, continue with section S8B.

No

**Classified (Non-management) Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2020-21)	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of classified (non-management) FTE positions	312.0	312.0	312.0	312.0

1a. Have any salary and benefit negotiations been settled since first interim projections?

Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

No

If Yes, complete questions 6 and 7.

**Negotiations Settled Since First Interim Projections**

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

Dec 15, 2021

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

Dec 15, 2021

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

No

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date: Jul 01, 2021

End Date: Jun 30, 2022

5. Salary settlement:

Current Year  
(2021-22)1st Subsequent Year  
(2022-23)2nd Subsequent Year  
(2023-24)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

Yes

Yes

Yes

**One Year Agreement**

Total cost of salary settlement

384,963

400,361

400,977

% change in salary schedule from prior year  
or**Multiyear Agreement**

Total cost of salary settlement

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

**Negotiations Not Settled**

6. Cost of a one percent increase in salary and statutory benefits

7. Amount included for any tentative salary schedule increases

Current Year  
(2021-22)1st Subsequent Year  
(2022-23)2nd Subsequent Year  
(2023-24)

**Classified (Non-management) Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes

**Classified (Non-management) Prior Year Settlements Negotiated Since First Interim**

Are any new costs negotiated since first interim for prior year settlements included in the interim?

If Yes, amount of new costs included in the interim and MYPs  
If Yes, explain the nature of the new costs:


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**Classified (Non-management) Step and Column Adjustments**

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
98,017	111,789	112,907

**Classified (Non-management) Attrition (layoffs and retirements)**

- Are savings from attrition included in the interim and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
Yes	Yes	Yes

**Classified (Non-management) - Other**

List other significant contract changes that have occurred since first interim and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):


**S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period**

Were all managerial/confidential labor negotiations settled as of first interim projections?

No

If Yes or n/a, complete number of FTEs, then skip to S9.

If No, continue with section S8C.

**Management/Supervisor/Confidential Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2020-21)	Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of management, supervisor, and confidential FTE positions	43.0	43.0	43.0	43.0

1a. Have any salary and benefit negotiations been settled since first interim projections?

If Yes, complete question 2.

If No, complete questions 3 and 4.

Yes

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 3 and 4.

No

**Negotiations Settled Since First Interim Projections**

2. Salary settlement:

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

Total cost of salary settlement

Change in salary schedule from prior year  
(may enter text, such as "Reopener")

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
200,000	200,000	200,000
4.0%	4.0%	4.0%

**Negotiations Not Settled**

3. Cost of a one percent increase in salary and statutory benefits

4. Amount included for any tentative salary schedule increases

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
0	0	0

**Management/Supervisor/Confidential  
Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the interim and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes

**Management/Supervisor/Confidential  
Step and Column Adjustments**

- Are step & column adjustments included in the interim and MYPs?
- Cost of step & column adjustments
- Percent change in step and column over prior year

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
70,000	70,000	70,000

**Management/Supervisor/Confidential  
Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the interim and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Current Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes



## S9. Status of Other Funds

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

### S9A. Identification of Other Funds with Negative Ending Fund Balances

DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?

No

If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

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## ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

- A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-1, Cash Balance, are used to determine Yes or No)

No

- A2. Is the system of personnel position control independent from the payroll system?

Yes

- A3. Is enrollment decreasing in both the prior and current fiscal years?

Yes

- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?

No

- A5. Has the district entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

No

- A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

No

- A7. Is the district's financial system independent of the county office system?

No

- A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)

No

- A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:  
(optional)

End of School District Second Interim Criteria and Standards Review

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
	UNDUPLICATED PUPIL COUNT								675
TOTAL PROJECTED EXPENDITURES (Funds 01, 09, & 62; resources 0000-9999)									
1000-1999	Certificated Salaries	354,936.00	0.00	0.00	0.00	849,987.00	3,348,728.00		4,553,651.00
2000-2999	Classified Salaries	188,018.00	0.00	0.00	0.00	290,193.00	1,768,700.00		2,246,911.00
3000-3999	Employee Benefits	205,458.00	0.00	0.00	0.00	410,838.00	1,754,243.00		2,370,539.00
4000-4999	Books and Supplies	15,375.00	0.00	0.00	0.00	8,527.00	66,618.00		90,520.00
5000-5999	Services and Other Operating Expenditures	293,221.00	0.00	0.00	0.00	281.00	119,057.00		412,559.00
6000-6999	Capital Outlay (except Object 6600 & Object 6910)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	1,057,008.00	0.00	0.00	0.00	1,559,826.00	7,057,346.00	0.00	9,674,180.00
7310	Transfers of Indirect Costs	50,238.00	0.00	0.00	0.00	1,734.00	0.00		51,972.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	50,238.00	0.00	0.00	0.00	1,734.00	0.00	0.00	51,972.00
	TOTAL COSTS	1,107,246.00	0.00	0.00	0.00	1,561,560.00	7,057,346.00	0.00	9,726,152.00
STATE AND LOCAL PROJECTED EXPENDITURES (Funds 01, 09, & 62; resources 0000-2999, 3385, & 6000-9999)									
1000-1999	Certificated Salaries	336,677.00	0.00	0.00	0.00	673,505.00	2,879,917.00		3,890,099.00
2000-2999	Classified Salaries	163,018.00	0.00	0.00	0.00	26,372.00	1,721,020.00		1,910,410.00
3000-3999	Employee Benefits	198,813.00	0.00	0.00	0.00	291,481.00	1,584,562.00		2,074,856.00
4000-4999	Books and Supplies	15,375.00	0.00	0.00	0.00	2,086.00	66,618.00		84,079.00
5000-5999	Services and Other Operating Expenditures	293,165.00	0.00	0.00	0.00	281.00	116,129.00		409,575.00
6000-6999	Capital Outlay (except Object 6600 & Object 6910)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	1,007,048.00	0.00	0.00	0.00	993,725.00	6,368,246.00	0.00	8,369,019.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	1,007,048.00	0.00	0.00	0.00	993,725.00	6,368,246.00	0.00	8,369,019.00
8980	Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)								104,770.00
	TOTAL COSTS								8,473,789.00

Second Interim  
Special Education Maintenance of Effort  
2021-22 Projected Expenditures vs. Actual Comparison Year  
2021-22 Projected Expenditures by LEA (LP-I)

30 66563 0000000  
Report SEMAI

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
<b>LOCAL PROJECTED EXPENDITURES (Funds 01, 09, &amp; 62; resources 0000-1999 &amp; 8000-9999)</b>									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00		0.00
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	0.00	0.00		0.00
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00		0.00
6000-6999	Capital Outlay (except Object 6600 & Object 6910)	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8980	Contributions from Unrestricted Revenues to Federal Resources (From State and Local Projected Expenditures section)								104,770.00
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500-6540, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500-6540, & 7240, goals 5000-5999)								5,156,931.00
	TOTAL COSTS								5,261,701.00

\* Attach an additional sheet with explanations of any amounts in the Adjustments column.

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
	<b>UNDUPLICATED PUPIL COUNT</b>								<b>688</b>
<b>TOTAL ACTUAL EXPENDITURES (Funds 01, 09, &amp; 62; resources 0000-9999)</b>									
1000-1999	Certificated Salaries	349,372.56	0.00	0.00	0.00	830,158.37	3,128,655.10		4,308,186.03
2000-2999	Classified Salaries	166,214.30	0.00	0.00	0.00	246,188.27	1,810,207.87		2,222,610.44
3000-3999	Employee Benefits	175,869.70	0.00	0.00	0.00	364,331.91	1,556,134.24		2,096,335.85
4000-4999	Books and Supplies	6,816.47	0.00	0.00	0.00	5,258.77	24,735.83		36,611.07
5000-5999	Services and Other Operating Expenditures	199,065.13	0.00	0.00	0.00	0.00	143,945.02		343,010.15
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	897,138.16	0.00	0.00	0.00	1,445,937.32	6,663,678.06	0.00	9,006,753.54
7310	Transfers of Indirect Costs	59,182.43	0.00	0.00	0.00	2,126.09	0.00		61,308.52
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations (non-add)	2,626,893.63							2,626,893.63
	Total Indirect Costs	59,182.43	0.00	0.00	0.00	2,126.09	0.00	0.00	61,308.52
	TOTAL COSTS	956,320.59	0.00	0.00	0.00	1,448,063.41	6,663,678.06	0.00	9,068,062.06
<b>FEDERAL ACTUAL EXPENDITURES (Funds 01, 09, and 62; resources 3000-5999, except 3385)</b>									
1000-1999	Certificated Salaries	17,294.04	0.00	0.00	0.00	173,998.71	538,937.60		730,230.35
2000-2999	Classified Salaries	27,500.35	0.00	0.00	0.00	213,713.90	53,980.37		295,194.62
3000-3999	Employee Benefits	6,304.91	0.00	0.00	0.00	98,157.86	174,838.17		279,300.94
4000-4999	Books and Supplies	0.00	0.00	0.00	0.00	4,347.61	0.00		4,347.61
5000-5999	Services and Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	1,295.86		1,295.86
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	51,099.30	0.00	0.00	0.00	490,218.08	769,052.00	0.00	1,310,369.38
7310	Transfers of Indirect Costs	59,182.43	0.00	0.00	0.00	2,126.09	0.00		61,308.52
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	59,182.43	0.00	0.00	0.00	2,126.09	0.00	0.00	61,308.52
	TOTAL BEFORE OBJECT 8980	110,281.73	0.00	0.00	0.00	492,344.17	769,052.00	0.00	1,371,677.90
8980	Less: Contributions from Unrestricted Revenues to Federal Resources (Resources 3310-3400, except 3385, all goals; resources 3000-3178 & 3410-5810, goals 5000-5999)								0.00
	TOTAL COSTS								1,371,677.90

Object Code	Description	Special Education, Unspecified (Goal 5001)	Regionalized Services (Goal 5050)	Regionalized Program Specialist (Goal 5060)	Special Education, Infants (Goal 5710)	Special Education, Preschool Students (Goal 5730)	Spec. Education, Ages 5-22 (Goal 5760)	Adjustments*	Total
<b>STATE AND LOCAL ACTUAL EXPENDITURES (Funds 01, 09, &amp; 62; resources 0000-2999, 3385, &amp; 6000-9999)</b>									
1000-1999	Certificated Salaries	332,078.52	0.00	0.00	0.00	656,159.66	2,589,717.50		3,577,955.68
2000-2999	Classified Salaries	138,713.95	0.00	0.00	0.00	32,474.37	1,756,227.50		1,927,415.82
3000-3999	Employee Benefits	169,564.79	0.00	0.00	0.00	266,174.05	1,381,296.07		1,817,034.91
4000-4999	Books and Supplies	6,616.47	0.00	0.00	0.00	911.16	24,735.83		32,263.46
5000-5999	Services and Other Operating Expenditures	199,065.13	0.00	0.00	0.00	0.00	142,649.16		341,714.29
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	846,038.86	0.00	0.00	0.00	955,719.24	5,894,626.06	0.00	7,696,384.16
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
PCRA	Program Cost Report Allocations (non-add)	2,626,893.63							2,626,893.63
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	846,038.86	0.00	0.00	0.00	955,719.24	5,894,626.06	0.00	7,696,384.16
8980	Contributions from Unrestricted Revenues to Federal Resources (From Federal Actual Expenditures section)								0.00
	TOTAL COSTS								7,696,384.16
<b>LOCAL ACTUAL EXPENDITURES (Funds 01, 09, &amp; 62; resources 0000-1999 &amp; 8000-9999)</b>									
1000-1999	Certificated Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
2000-2999	Classified Salaries	0.00	0.00	0.00	0.00	0.00	0.00		0.00
3000-3999	Employee Benefits	88.00	0.00	0.00	0.00	0.00	0.00		88.00
4000-4999	Books and Supplies	300.29	0.00	0.00	0.00	0.00	0.00		300.29
5000-5999	Services and Other Operating Expenditures	235.76	0.00	0.00	0.00	0.00	0.00		235.76
6000-6999	Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7130	State Special Schools	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7430-7439	Debt Service	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Direct Costs	624.05	0.00	0.00	0.00	0.00	0.00	0.00	624.05
7310	Transfers of Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00		0.00
7350	Transfers of Indirect Costs - Interfund	0.00	0.00	0.00	0.00	0.00	0.00		0.00
	Total Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	TOTAL BEFORE OBJECT 8980	624.05	0.00	0.00	0.00	0.00	0.00	0.00	624.05
8980	Contributions from Unrestricted Revenues to Federal Resources (From Federal Actual Expenditures section)								0.00
8980	Contributions from Unrestricted Revenues to State Resources (Resources 3385, 6500, 6510, & 7240, all goals; resources 2000-2999 & 6010-7810, except 6500, 6510, & 7240, goals 5000-5999)								5,131,981.85
	TOTAL COSTS								5,132,605.90

\* Attach an additional sheet with explanations of any amounts in the Adjustments column.

SELPA: (??)

This form is used to check maintenance of effort (MOE) for an LEA, whether the LEA is a member of a SELPA or is a single-LEA SELPA.

Per the federal Subsequent Years Rule, in order to determine the required level of effort, the LEA must look back to the last fiscal year in which the LEA maintained effort using the same method by which it is currently establishing the compliance standard. To meet the requirement of the Subsequent Years Rule, the LMC-I worksheet has been revised to make changes to sections 3.A.1, 3.A.2, 3.B.1, and 3.B.2. The revised sections allow the LEA to compare the 2021-22 projected expenditures to the most recent fiscal year the LEA met MOE using that method, which is the comparison year.

There are four methods that the LEA can use to demonstrate the compliance standard. They are (1) combined state and local expenditures; (2) combined state and local expenditures on a per capita basis; (3) local expenditures only; and (4) local expenditures only on a per capita basis.

The LEA is only required to pass one of the tests to meet the MOE requirement. However, the LEA is required to show results for all four methods.

#### **SECTION 1 Exempt Reduction Under 34 CFR Section 300.204**

If your LEA determines that a reduction in expenditures occurred as a result of one or more of the following conditions, you may calculate a reduction to the required MOE standard. Reductions may apply to combined state and local MOE standard, local only MOE standard, or both.

1. Voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
2. A decrease in the enrollment of children with disabilities.
3. The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child:
  - a. Has left the jurisdiction of the agency;
  - b. Has reached the age at which the obligation of the agency to provide free appropriate public education (FAPE) to the child has terminated; or
  - c. No longer needs the program of special education.
4. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.
5. The assumption of cost by the high cost fund operated by the SEA under 34 CFR Sec. 300.704(c).

Provide the condition number, if any, to be used in the calculation below:

	State and Local	Local Only
Total exempt reductions	0.00	0.00



SELPA: (??)

**SECTION 2**

**Reduction to MOE Requirement Under IDEA, Section 613 (a)(2)(C) (34 CFR Sec. 300.205)**

IMPORTANT NOTE: Only LEAs that have a "meets requirement" compliance determination and that are not found significantly disproportionate for the current year are eligible to use this option to reduce their MOE requirement.

Up to 50% of the increase in IDEA Part B Section 611 funding in current year compared with prior year may be used to reduce the required level of state and local expenditures. This option is available only if the LEA used or will use the freed up funds for activities authorized under the Elementary and Secondary Education Act (ESEA) of 1965. Also, the amount of Part B funds used for early intervening services (34 CFR 300.226(a)) will count toward the maximum amount by which the LEA may reduce its MOE requirement under this exception [P.L. 108-446].

	State and Local	Local Only
Current year funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310)		
Less: Prior year's funding (IDEA Section 611 Local Assistance Grant Award - Resource 3310)		
Increase in funding (if difference is positive)	0.00	
Maximum available for MOE reduction (50% of increase in funding)	0.00 (a)	
Current year funding (IDEA Section 619 - Resource 3315)		
Maximum available for early intervening services (EIS) (15% of current year funding - Resources 3310 and 3315)	0.00 (b)	

**If (b) is greater than (a).**

Enter portion to set aside for EIS (cannot exceed line (b), Maximum available for EIS)

(c)

Available for MOE reduction.

(line (a) minus line (c), zero if negative)

0.00 (d)

Enter portion used to reduce MOE requirement (cannot exceed line (d), Available for MOE reduction).

**If (b) is less than (a).**

Enter portion used to reduce MOE requirement (first column cannot exceed line (a), Maximum available for MOE reduction, second and third columns cannot exceed (e), Portion used to reduce MOE requirement).

(e)

Available to set aside for EIS

(line (b) minus line (e), zero if negative)

0.00 (f)

Note: If your LEA exercises the authority under 34 CFR 300.205(a) to reduce the MOE requirement, the LEA must list the activities (which are authorized under the ESEA) paid with the freed up funds:




SELPA: (??)  
SECTION 3

	Column A	Column B	Column C
	Projected Exps. (LP-I Worksheet) FY 2021-22	Actual Expenditures Comparison Year 2020-21	Difference (A - B)
<b>A. COMBINED STATE AND LOCAL EXPENDITURES METHOD</b>			
1. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on state and local expenditures.			
a. Total special education expenditures	9,726,152.00		
b. Less: Expenditures paid from federal sources	1,252,363.00		
c. Expenditures paid from state and local sources	8,473,789.00	9,068,062.00	
Add/Less: Adjustments and/or PCRA required for MOE calculation		0.00	
Comparison year's expenditures, adjusted for MOE calculation		9,068,062.00	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from state and local sources	8,473,789.00	9,068,062.00	(594,273.00)

If the difference in Column C for the Section 3.A.1 is positive or zero, the MOE eligibility requirement is met based on the combination of state and local expenditures.

	Projected Exps. FY 2021-22	Comparison Year 2020-21	Difference
2. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita local expenditures.			
a. Total special education expenditures	9,726,152.00		
b. Less: Expenditures paid from federal sources	1,252,363.00		
c. Expenditures paid from state and local sources	8,473,789.00	9,068,062.00	
Add/Less: Adjustments and/or PCRA required for MOE calculation		0.00	
Comparison year's expenditures, adjusted for MOE calculation		9,068,062.00	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from state and local sources	8,473,789.00	9,068,062.00	
d. Special education unduplicated pupil count	675.00	688.00	
e. Per capita state and local expenditures (A2c/A2d)	12,553.76	13,180.32	(626.56)

If the difference in Column C for the Section 3.A.2 is positive or zero, the MOE eligibility requirement is met based on the per capita state and local expenditures.

SELPA: (??)

**B. LOCAL EXPENDITURES ONLY METHOD**

	Projected Exps. FY 2021-22	Comparison Year 2020-21	Difference
1. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on local expenditures only.			
a. Expenditures paid from local sources	5,261,701.00	5,132,605.00	
Add/Less: Adjustments required for MOE calculation		0.00	
Comparison year's expenditures, adjusted for MOE calculation		5,132,605.00	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from local sources	5,261,701.00	5,132,605.00	129,096.00

If the difference in Column C for the Section 3.B.1 is positive or zero, the MOE eligibility requirement is met based on the local expenditures.

	Projected Exps. FY 2021-22	Comparison Year 2020-21	Difference
2. Under "Comparison Year," enter the most recent year in which MOE compliance was met using the actual vs. actual method based on the per capita local expenditures only.			
a. Expenditures paid from local sources	5,261,701.00	5,132,605.00	
Add/Less: Adjustments required for MOE calculation		0.00	
Comparison year's expenditures, adjusted for MOE calculation		5,132,605.00	
Less: Exempt reduction(s) from SECTION 1		0.00	
Less: 50% reduction from SECTION 2		0.00	
Net expenditures paid from local sources	5,261,701.00	5,132,605.00	
b. Special education unduplicated pupil count	675	688	
c. Per capita local expenditures (B2a/B2b)	7,795.11	7,460.18	334.93

If the difference in Column C for the Section 3.B.2 is positive or zero, the MOE eligibility requirement is met based on the per capita local expenditures only.

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