CENTRAL UNION SCHOOL DISTRICT
March 6, 2023
AGENDA

The regular open public meeting of the Central Union School District Board of Trustees will be held on **Monday, March 6, 2023** at District Presentation Center, 15783 18th Avenue, Lemoore, CA 93245. The Board meeting will begin with a preliminary open session at **5:30 p.m.** and adjourn into closed session**.** After the closed session the general open session will be called to order at **6:00 p.m.**

Any individual who requires a translator, disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing no later than 8:00 a.m. the day of the meeting.

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda are available for public inspection and may be accessed under the Board Agenda and backup information housed on the District website at www.central.k12.ca.us.

CUSD Mission Statement ~
Central Union School District seeks to be an exemplary learning community. We build the foundation of this community through meaningful relationships, relevant and engaging learning, effective communication, and providing a safe atmosphere. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society. We challenge ourselves to be better than we think we can be, and advocate for the greater good of our community. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.

1. <u>OPEN PUBLIC SESSION:</u>

a. Call to Order
b. Roll Call
c. Flag Salute

Trustees:

Dale Davidson, Jeffrey Gilcrease, and Ceil Howe III

District Administration:

Superintendent Tom Addington, Elizabeth Alvarado, Loretta Black, Darin Denney, Traci Fullerton, Brittany Gately, Anne Gonzales, Christina Gonzales,

Michelle King, Penny Miller, Cindee Rael, Teresa Santamaria, Davinder Sidhu, Heiko Sweeney and Mark Tompkins.

CUSD Employee Associations' Representatives and others in attendance

2. PROCEDURE FOR VISITORS WHO WISH TO ADDRESS THE BOARD:

If any visitor wishes to address the Board, the request form, entitled *"Request to Address the Board"* should be filled out as soon as possible. **Complete the form in its entirety and give it to the Superintendent**. Persons may speak to any item on the agenda when it comes up for discussion or persons may speak during the time designated, "Courtesy to Visitors." Persons speaking to the board should understand that the Board invites your comments. Most questions asked of the Board require research and/or investigation. Therefore, the Board may respond to your questions in writing. Your input is important. However, if the comments involve a District employee or a student, the President will, at that time, explain the rights of the Speaker and the rights of the employee and/or student. Each address to the Board should not exceed five minutes in length with no more than thirty minutes per item.

3. INTERVIEW POTENTIAL CANDIDATE FOR BOARD

a. Jaclan Hnidak Claybrook, Trustee Area 4

4. PRESENTATION(S):

a. none

5. DISTRICT REPORTS

a. Business - Teresa Santamaria - 2nd Interim Report
b. Superintendent Update

ENROLLMENT	BEG. OF YEAR 2021-2022	BEG. OF YEAR 2022-2023	February 2021-22	February 2022-23	Inter Districts	TOTAL
AKERS	720	672	731	679	LESD	24
CENTRAL	257	226	277	250	HANFORD	9
NEUTRA	449	413	439	426	OTHER	1
STRATFORD	260	283	287	290	Intra-District	7
TOTAL	1686	1594	1734	1645	TOTAL	41

6. COURTESY TO VISITORS:

7. CORRESPONDENCE AND BOARD INFORMATION:

a. NAFIS Spring Letter 2023

8. CONSENT AGENDA:

(at this time board members may request that an item or items be removed from the consent agenda and placed as 'new business')

a. Approve minutes of the regular board meeting of February 13, 2023
b. Approve new hires:
   i. Anna Brys — Specialty Instructional Aide
   ii. Emily Ovalle — Specialty Instructional Aide
c. Approve separations:
   i. 23-2/23
   ii. 24-2/23
   iii. 25-2/23
   iv. 26-2/23
   v. 27-3/23
   vi. 28-3/23
d. Approve agreement with Mind Education (ta)
e. Approve agreement with Sonday System (ta)
f. Approve agreement with Nancy Akhavan Consulting, Inc. (ta)
g. Approve agreement with BSK for testing services related to Stratford HVAC project (ta)
h. Approve agreement for transfer of services from CENIC to Central Union (ta)

Approve items a) through h):

9. OLD BUSINESS:

a. none

10. NEW BUSINESS

a. Announce out any closed session decision. (ta)
b. Approve February 2023 District warrants (ts)
c. Approve February 2023 Fiscal Position Reports for General Fund and Cafeteria Fund (ts)
d. Approve Second Interim Budget Report 2022-23 (ts)
e. Approve Resolution #C-03-06-2023 Budget revisions (ts)
f. Approve 2023-24 Central Union/Lemoore Area Transportation JPA bus transportation plan (ta)
g. Approve 2022-23 School Site Safety Plans updates (ta)

h. Approve Annual Statement of Need, Declaration of Need for Fully Qualified Educators and Resolution G-03-06-2023 (ta)
i. Accept and receive Central Union Elementary School District ("District") and Central Union Elementary Teachers' Association ("CUETA") reopening articles of interest for 2023-24 negotiations (ta)
j. Accept and receive Central Union Elementary School District ("District") and Central Union Classified Employees' Association ("CUCEA") reopening articles of interest for 2023-24 negotiations (ta)
k. Approve the appointment of Jaclan Hnidak Claybrook to Trustee Area 4 (ta)

11. <u>BOARD MEMBER COMMENTS:</u>

12. <u>CLOSED SESSION:</u>

The closed session of the Board of Trustees will be held to consider the following:

a. Labor Negotiations (Gov. Code §54957.6)
b. Personnel (Gov. Code 54957)
    i. Public employee discipline/dismissal/release

National Association of Federally Impacted Schools

400 North Capitol Street, NW, Suite 290 | Washington, DC 20001 | (p) 202.624.5455 | www.NAFISDC.org

January 31, 2023

Tom Addington, Superintendent
Central Union School District
15783 18th Avenue
Lemoore, CA 93245

Dear Tom:

On behalf of the Board of Directors and staff of the National Association of Federally Impacted Schools (NAFIS), I thank you for your school district's membership for the 2022-2023 NAFIS membership year. I am grateful your school board and administrative leadership made NAFIS a priority. Enclosed is the NAFIS 2022 Year End Report and your school district's membership certificate.

We began the membership year in July with a new sense of possibility. I had been in my role as Executive Director for two months and was excited to build on the organization's success. The first half of this membership year has been busy with both policy work and Impact Aid educational opportunities. We are very pleased with the **$61 million increase for Impact Aid** we secured for FY 2023, with a $59 million increase to Section 7003 Basic Support, a $1 million increase to Section 7002 Federal Property and a $1 million increase to Section 7007 Construction, the first time that line item has increased in many years. We resumed travel for Federally Impacted Schools Educational Foundation (FISEF, the NAFIS foundation) technical assistance workshops, hosting workshops in Montana, DC, Arizona and Nevada. In September, we held our first fully in-person conference since 2019.

Now the 118th Congress has convened, ushering in a new era of divided government. In the coming months, it is critical the NAFIS voice is strong in DC, ensuring Impact Aid remains a congressional priority. We will spend the next several months educating new Members of Congress and congressional staff on the importance of the Impact Aid program. We will push for significant funding increases for FY 2024. We will also work toward bipartisan reintroduction of the Advancing Toward Impact Aid Full Funding Act in both the House and Senate; seek to include Impact Aid construction in infrastructure conversations; and highlight the importance of Basic Support Children with Disabilities funding.

Sadly, we recently lost two NAFIS Board Members, Jeff Limore (Superintendent of Dahlonegah Public Schools, OK) and Jason Rogers (Assistant Superintendent of Bryan County Schools, GA). We miss their leadership and their friendship, and we remember and will continue to honor their dedication to the Impact Aid program and the children it serves.

For updates on NAFIS work, visit www.nafisdc.org or read our weekly and quarterly newsletters. Remember a key benefit of NAFIS membership is support from staff. We can contact the Impact Aid Office on your behalf, estimate payments, follow up with congressional staff, connect you to other NAFIS members and answer Impact Aid questions. When you need assistance, call on us.

Again, thank you for investing in NAFIS. The success and influence of NAFIS in Washington, DC, is directly related to the engagement of our members. Do not hesitate to contact NAFIS at 202-624-5455 or me directly at nicolerussell@nafisdc.org with questions.

Sincerely,

Nicole B. Russell

Nicole Russell
Executive Director

THE NAFIS FAMILY

FLISA
Federal Lands Impacted Schools Association

MISA
Military Impacted Schools Association

MTLLS
Mid-to-Low-LOT Schools

NIISA
National Indian Impacted Schools Association

National Association of Federally Impacted Schools

2022 YEAR END REPORT

Policy & Advocacy

Secured passage of the Supplemental Impact Aid Flexibility Act to allow school districts to use prior year student count and/or acreage valuation for their FY 23 application

$61M Impact Aid Funding Increase for FY 2023 Appropriations

Introduced the Advancing Toward Impact Aid Full Funding Act in the Senate

6 SENATORS Co-Sponsored

Worked with 10 national education coalitions to advocate on internet connectivity, infrastructure, school vouchers, funding and other key issues

35 SENATORS 77 REPRESENTATIVES

IN IMPACT AID COALITIONS IN 117th CONGRESS

More than 30

Hill Meetings conducted by NAFIS staff to advocate for NAFIS members and Impact Aid

$56M Impact Aid Funding Increase for FY 2022 Appropriations

42 SENATORS 85 REPRESENTATIVES

SIGNED LETTERS IN SUPPORT OF IMPACT AID FUNDING

Communications

Most Popular NAFIS Resources:

- *Impact Aid Payments Overview for 7002 & 7003*
- *Impact Aid Eligibility Flyer*
- *The Basics of Impact Aid Booklet*

520 Connections Made on the NAFIS Action Center

4,094 NAFIS Resource Downloads

4 IMPACT Newsletters

45 NAFIS News + Alerts

Membership & Conference

388 SCHOOL DISTRICT MEMBERS

1st Fully In-Person Conference SINCE 2019

278 SPRING REGISTRANTS 245 in-person 33 virtual

325 FALL REGISTRANTS (all in-person)

1575 FOLLOWERS | **675** FOLLOWERS

/NAFISschools

@NAFISschools #ImpactAid

National Association of Federally Impacted Schools

Federally Impacted Schools Educational Foundation

4 Good Idea Grants Awarded

$16,971 Total Grant Dollars Awarded

1,261+ Students Impacted Directly by Good Idea Grants

5 In-Person workshops Most Post-COVID!

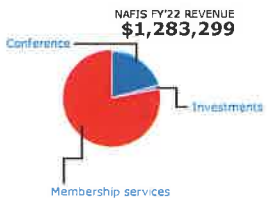
135 Workshop Participants

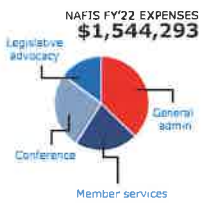
NAFIS/FISEF Board of Directors

Tom Schneider - President
Keith Mispagel - Vice President
Quincy Natay - Secretary
Chad Blotsky - Treasurer
Brian Gallup - School Board Liaison

At-Large Directors
- Craig Hutcheson
- Rosemarie Kraeger
- Voyd St. Pierre
- Jim Sarruda

Regional Directors
- Helen Payne
- Tom Addington
- Wendell Waukau
- Trista Olney
- Stephen Haynes





NAFIS mourns the loss of board members Jason Rogers & Jeff Limore

NAFIS Staff

Nicole Russell
Executive Director

Lynn Watkins
Director, Operations & Conference Services

Anne O'Brien
Director, Communications

Angela DiLeo
Assistant, Policy and Communications

NAFIS Welcomes New Executive Director Nicole Russell

CENTRAL UNION SCHOOL DISTRICT
February 13, 2023
MINUTES

The regular open public meeting of the Central Union School District Board of Trustees was held on Monday, February 13, 2023 at District Presentation Center, 15783 18th Avenue, Lemoore, CA 93245. The Board meeting began with a preliminary open session at **5:30 p.m.** and adjourned into closed session at **5:30 p.m.** After the closed session the general open session will be called to order at **6:02 p.m.** The meeting adjourned at **6:50 p.m.**

Any individual who requires a translator, disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing no later than 8:00 a.m. the day of the meeting.

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda are available for public inspection and may be accessed under the Board Agenda and backup information housed on the District website at www.central.k12.ca.us.

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1. **OPEN PUBLIC SESSION:**
   - **a.** Call to Order
   - **b.** Roll Call
   - **c.** Flag Salute

Trustees:

Dale Davidson, Jeffrey Gilcrease, and Ceil Howe III were all present.

District Officials:

Superintendent Tom Addington, Elizabeth Alvarado, Loretta Black, Darin Denney, Traci Fullerton, Brittany Gately, Anne Gonzales, Christina Gonzales, Michelle King, Cindee Rael, Teresa Santamaria, Davinder Sidhu, Heiko Sweeney and

Steve Tashima were all present. Penny Miller was absent.

CUSD Employee Associations' Representatives and others in attendance

2. PROCEDURE FOR VISITORS WHO WISH TO ADDRESS THE BOARD:

If any visitor wishes to address the Board, the request form, entitled *"Request to Address the Board"* should be filled out as soon as possible. **Complete the form in its entirety and give it to the Superintendent**. Persons may speak to any item on the agenda when it comes up for discussion or persons may speak during the time designated, "Courtesy to Visitors." Persons speaking to the board should understand that the Board invites your comments. Most questions asked of the Board require research and/or investigation. Therefore, the Board may respond to your questions in writing. Your input is important. However, if the comments involve a District employee or a student, the President will, at that time, explain the rights of the Speaker and the rights of the employee and/or student. Each address to the Board should not exceed five minutes in length with no more than thirty minutes per item.

3. PRESENTATION(S):

a. Preschool through Third grade Coherence Collaboration (P3CC) - Central Union Teachers

4. DISTRICT REPORTS

a. Dashboard and LCAP Update
b. Business Update
c. Superintendent Update

ENROLLMENT	BEG. OF YEAR 2021-22	BEG. OF YEAR 2022-2023	January 2021-22	January 2022-23	Inter Districts	TOTAL
AKERS	720	672	736	682	LESD	15
CENTRAL	257	226	274	247	HANFORD	5
NEUTRA	449	413	441	425	OTHER	1
STRATFORD	260	283	289	288	Intra-District	7
TOTAL	1686	1594	1740	1642	TOTAL	28

5. COURTESY TO VISITORS:

6. CORRESPONDENCE AND BOARD INFORMATION:

a. Neutra Federal Design Application notification
b. KCOE Differentiated Assistance notification
c. KCOE Certification of First Interim Budget 2022-23
d. School Newsletter

7. CONSENT AGENDA:

(at this time board members may request that an item or items be removed from the consent agenda and placed as 'new business')

a. Approved minutes of the regular board meeting of January 9, 2023
b. Approved new hires:
  i. Javier Sanchez Jr — Local Area Network Technician
  ii. Elias Rodriguez — Gardener
c. Approved separations:
  i. 19-1/23
  ii. 20-1/23
  iii. 21-1/23
  iv. 22-2/23
d. Approved agreement with Western Governors University re student teacher
e. Approved memorandum of understanding with Heart of American re Stratford School improvements
f. Approved updates to Board Policy and Administrative Regulation 5124-Safety
g. Approved annual membership with San Joaquin Valley Purchasing Co-Op for 2023-24
h. Approved technology surplus request

Approved items a) through h):

Motion: Ceil Howe, III — Seconded: Jeffrey Gilcrease

Dale Davidson	Vote: AYE	Ceil Howe, III	Vote: AYE
Jeffrey Gilcrease	Vote: AYE		

8. OLD BUSINESS:

a. None

9. NEW BUSINESS

a. No announcements were made from closed session.

b. Approved January 2023 District warrants
c. Approved January 2023 Fiscal Position Reports for General Fund and Cafeteria Fund

One motion was made for items b and c

Motion: Jeffrey Gilcrease Seconded: Ceil Howe, III

Dale Davidson	Vote: AYE	Ceil Howe, III	Vote: AYE
Jeffrey Gilcrease	Vote: AYE		

d. Approved Resolution #B-02-13-2023 Investment Policy and Investment Authority

Motion: Ceil Howe, III Seconded: Jeffrey Gilcrease

Dale Davidson	Vote: AYE	Ceil Howe, III	Vote: AYE
Jeffrey Gilcrease	Vote: AYE		

e. Approved agreement with American Business Machine for Business Canon Copier Systems, leveraging the Cooperative Agreement from Ventura Unified School District

Motion: Ceil Howe, III Seconded: Jeffrey Gilcrease

Dale Davidson	Vote: AYE	Ceil Howe, III	Vote: AYE
Jeffrey Gilcrease	Vote: AYE		

f. Accepted Grant agreement 57/63883-00-002 with the Office of Public School Construction for design funding allocation for Neutra modernization and school construction

Motion: Jeffrey Gilcrease Seconded: Ceil Howe, III

Dale Davidson	Vote: AYE	Ceil Howe, III	Vote: AYE
Jeffrey Gilcrease	Vote: AYE		

g. Accepted PBK modification to Stratford HVAC architect contract

Motion: Ceil Howe, III Seconded: Jeffrey Gilcrease

Dale Davidson	Vote: AYE	Ceil Howe, III	Vote: AYE
Jeffrey Gilcrease	Vote: AYE		

10. BOARD MEMBER COMMENTS: None

11. CLOSED SESSION:

The closed session of the Board of Trustees will be held to consider the following:

a. Personnel {Gov. Code §54957}

Respectively submitted,

_____ _____

President Clerk

MIND EDUCATION

MIND Education
5281 California Avenue, Suite 300
Irvine, CA 92617
949-345-8700
866-569-7014
www.mindresearch.org

Please submit purchase orders:
By email: purchaseorders@mindresearch.org
By Fax: 1-866-569-7014
You can view our technical requirements here.
Thank you for being an ST Math partner!

Created Date	1/30/2023
Invoice Number	00011770
Expiration Date	3/15/2023
Partnership Manager	Victor Rudd
Partnership Manager Email	vrudd@mindresearch.org
Renewal Rep	Mary Jane Smith
Renewal Rep Email	mjsmith@mindresearch.org
Education Success Manager	School Success
Education Success Manager Email	success@mindresearch.org

Bill To Name	CENTRAL UNION ELEM SCH DIST	Ship To Name	CENTRAL UNION ELEM SCH DIST
Bill To	15783 18TH AVE LEMOORE, CA 93245-9742 United States	Ship To	15783 18TH AVE LEMOORE, CA 93245-9742 United States

Product	Quantity	Detail Description	Line Item Description	Total Price
Proof of Concept - District Level	4.00	District Led Proof of Concept Includes ST Math Site Subscriptions for the following schools:		USD 20,000.00
New ST Math Site Subscription (251+ Students)	4.00	New ST Math Site Subscription License for School with 251+ Students Enrolled - Annual ST Math Software license for all students, teachers, and administrators - Two (2) Professional Learning Offerings - ST Math Implementation Support - Access to ST Math Academy on-demand professional learning modules - Embedded program help and tutorials - Ongoing Minor Software Updates - Technical Support Via Email and/or Phone		USD 48,000.00
Assessment Support Tool - Tier 1 (3 Year)	1.00	Assessment Support Tool for 1-10 Schools for 3 School Years - Uses NWEA or i-Ready assessment data to auto-assign ST Math content to students who need it most - Grades 2-8 - Available at the district level only		USD 16,000.00
Renew ST Math Site		Annual Renewal ST Math Site Subscription License: - Annual ST Math Software license for all students, teachers, and administrators (251+ Students Enrolled)		

Thank you for being an ST Math partner! By submitting payment for quoted services, you agree to MIND Education's Terms of Use as described at http://www.mindresearch.org/misc/terms/.

MIND Education complies with applicable state and federal laws and regulations and uses commercially-available measure to protect and maintain the security of any collected data. Our Privacy Policy can be found at http://www.mindresearch.org/misc/privacy/.

MIND EDUCATION

Subscription (251+ Students)	8.00	- One (1) Professional Learning Offering - Access to ST Math Academy on-demand professional learning modules - Embedded program help and tutorials - Ongoing Minor Software Updates - Technical Support Via Email and/or Phone		USD 96,000.00
MIND in Kind	1.00	*This offer of MIND in Kind support is contingent upon applicant's ability to adhere to MIND Research Institute's School Grants Guidelines as described in program application*		USD -36,000.00
Comment	1.00	Purchase includes professional learning for all staff each year	Next ST Math Renewal due on 7/1/26	USD 0.00
Comment	1.00	Start date 2/14/23 End Date 6/30/26		USD 0.00

Subtotal	USD 144,000.00
Grand Total	USD 144,000.00

Start Date	2/14/2023
End Date	6/30/2026
Prepared By	Victor Rudd
Email	vrudd@mindresearch.org

Approved 2/22/23
Superintendent

Thank you for being an ST Math partner! By submitting payment for quoted services, you agree to MIND Education's Terms of Use as described at http://www.mindresearch.org/misc/terms/.

MIND Education complies with applicable state and federal laws and regulations and uses commercially-available measure to protect and maintain the security of any collected data. Our Privacy Policy can be found at http://www.mindresearch.org/misc/privacy/.

Sonday System®

WINSOR LEARNING

Proposal For: (Good until March 30, 2023)

Submit Purchase Orders to:

District/School: Central Union Elementary School District, CA
Contact: Loretta Black
Date Submitted: 25-Jan-2023
Submitted By: Rich Geist

Winsor Learning, Inc.
3001 Metro Dr, Suite 480
Bloomington MN 55425
Email: orders@winsorlearning.com
Fax: 651.222.3969

Item #	Item Description - Sonday Dual Delivery	Qty.	Price	Total
260-1600	Sonday System 1 Intervention Set - Dual Delivery**	7	$ 1,595.00	$ 11,165.00
360-1600	Sonday System 2 Intervention Set - Dual Delivery**	7	$ 1,595.00	$ 11,165.00
	Sonday Dual Delivery Materials Subtotal			$ 22,330.00
	Shipping and Handling			$ 1,683.50
	Subtotal			$ 24,013.50
	State Sales Tax if Applicable	7.25%		$ 1,740.98
	Sonday Dual Delivery Materials Total			$ 25,754.48
	MATERIALS TOTAL			$ 25,754.48

Professional Services	Training Description
Sonday System 1: Installation Training	**Sonday System 1 Reading Intervention** **This training will be an introduction to Multisensory Teaching Methodology and a detailed look at the implementation of Sonday System®1 Reading Intervention Program. This training offers hands-on use of the materials and practical strategies to use with struggling students. Focus is on Sonday System® 1 Instructional Materials, Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension instruction.**
Sonday System 2: Installation Training	**Sonday System 2 Reading Intervention** **This training will build on the Multisensory Teaching Methodology introduced in Sonday System 1. This training offers hands-on use of the materials and practical strategies to use with struggling students. Focus is on Syllable Types, Syllable Division, Prefixes, Suffixes With Governing Rules, Roots, Contractions, Non-Phonetic Words, Vocabulary and Comprehension.**

Professional Services		# Days	Fee	Total
	Professional Services Total	2	$ 3,500.00	$ 7,000.00
	MATERIALS & SERVICES TOTAL			$ 32,754.48

***Includes Annual eLearning online subscription.*

Acknowledgement and Agreement: I have read and agree to this Proposal and the attached terms and conditions. I understand that training dates are secured ONLY with the return of this signed proposal.

Signature

Tom Addington, Superintendent, Central Union School District

Print Name, Title and District/School

Terms and Conditions

The following terms and conditions apply to materials and professional services provided by Winsor Learning, Inc. ("Winsor") to your school/district (your "School"):

1. The details and scope of Winsor's services and materials provided will be as specified in the attached Proposal.

2. FULL DAY TRAINING (On-site or Virtual)

a. Each participant in any Sonday System® training must have their own Sonday System® kit to use for the training.

b. Maximum number of participants for a training day is thirty (30).

c. Payment by means of purchase order, credit card, or check must be received a minimum of thirty (30) days prior to the date of scheduled training.

d. Payment is due within thirty (30) days of receipt of invoice.

e. Payment in full must be made for any training day cancelled less than thirty (30) days prior to the scheduled date.

3. OPEN ENROLLMENT TRAINING (Virtual)

a. Each participant in any Sonday System® training must have their own Sonday System® kit to use for the training.

b. A purchase order or a credit card payment must be received to confirm an attendee in an Open Enrollment training.

c. Payment for open enrollment training cancelled less than fourteen (14) days prior to the scheduled date is non-refundable.

4. Fees paid to Winsor Learning, Inc. include all related training preparation, travel costs, administrative costs and insurance.

5. This Agreement, along with the Proposal attached hereto, constitutes the entire agreement of the parties, superseding any prior oral or written agreements regarding this matter.

CONSULTING AGREEMENT

This Agreement is made effective as of January 1st, 2023, by and between Central Union Elementary School District of 15783 18th Avenue, Lemoore, CA, 93245 and Nancy Akhavan Consulting, Inc., of 3766 W. Locust Ave, Fresno, California 93711.

In this Agreement, the party who is contracting to receive services shall be referred to as "The District", and the party who will be providing the services shall be referred to as "The Consultant".

The Consultant has a background in providing educational professional development across a broad range of subjects and is willing to provide services to The District based on this background.

The District desires to have services provided by The Consultant.

Therefore, the parties agree as follows:

1. **DESCRIPTION OF SERVICES.** The Consultant will provide the services (collectively, the "Services") as described in Exhibit A.

2. PERFORMANCE OF SERVICES. The services will be provided on dates agreed upon by The District and the The Consultant, the manner with which the services are delivered will be determined by The Consultant.

3. PAYMENT. The District will pay a fee to The Consultant for the Services in the amount of $7,000.00. This fee shall be paid upon receipt of invoices for work completed in the previous month(s).

4. NEW PROJECT APPROVAL. The Consultant and The District recognize that The Consultant's Services will include working on various projects for The District. The Consultant shall obtain the approval of The District prior to the commencement of a new project.

5. TERM/TERMINATION. This Agreement shall terminate automatically on June 30, 2023.

6. RELATIONSHIP OF PARTIES. It is understood by the parties that The Consultant is an independent contractor with respect to The District, and not an employee of The District. The District will not provide fringe benefits, including health insurance benefits, paid vacation, or any other employee benefit, for the benefit of The Consultant.

7. EMPLOYEES. The Consultant's employees, if any, who perform services for The District under this Agreement shall also be bound by the provisions of this Agreement.

8. INJURIES AND INSURANCE. The Consultant acknowledges The Consultant's obligation to obtain appropriate insurance coverage for the benefit of The Consultant (and The Consultant's employees, if any). The Consultant waives any rights to recovery from The District for any

injuries that The Consultant (and/or The Consultant's employees) may sustain while performing services under this Agreement and that are a result of the negligence of The Consultant or The Consultant's employees.

9. INDEMNIFICATION. The Consultant agrees to indemnify and hold harmless The District from all claims, losses, expenses, fees including attorney fees, costs, and judgments that may be asserted against The District that result from the acts or omissions of The Consultant, The Consultant's employees, if any, and The Consultant's agents.

10. NOTICES. All notices required or permitted under this Agreement shall be in writing and shall be deemed delivered when delivered in person or deposited in the United States mail, postage prepaid, addressed as follows:

IF for The District:

Davinder Sidhu
Central Union Elementary School District
15783 18th Avenue
Lemoore, CA 93245

IF for The Consultant:

Naseem Akhavan, Office Manager
Nancy Akhavan Consulting, Inc.
3766 W. Locust Ave
Fresno, California 93711

Such address may be changed from time to time by either party by providing written notice to the other in the manner set forth above.

11. ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties and there are no other promises or conditions in any other agreement whether oral or written. This Agreement supersedes any prior written or oral agreements between the parties.

12. AMENDMENT. This Agreement may be modified or amended if the amendment is made in writing and is signed by both parties.

13. SEVERABILITY. If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

14. WAIVER OF CONTRACTUAL RIGHT. The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

15. APPLICABLE LAW. This Agreement shall be governed by the laws of the State of California.

16. INTERRUPTION OF SERVICE. Either party shall be excused from any delay or failure in performance required hereunder if caused by reason of any occurrence or contingency beyond its reasonable control, including, but not limited to, acts of God, acts of war, fire, insurrection, laws proclamations, edits, ordinances or regulations, strikes, lock-outs or other serious labor disputes, riots, earthquakes, floods, explosions or other acts of nature. The obligations and rights of the party so excused shall be extended on a day-to-day basis for the time period equal to the period of such excusable interruption. When such events have abated, the parties' respective obligations hereunder shall resume. In the event the interruption of the excused party's obligations continues for a period in excess of thirty (30) days, either party shall have the right to terminate this Agreement upon ten (10) days' prior written notice to the other party.

17. ASSIGNMENT. The Consultant agrees that it will not assign, sell, transfer, delegate or otherwise dispose of any rights or obligations under this Agreement without the prior written consent of The District. Any purported assignment, transfer, or delegation shall be null and void. Nothing in this Agreement shall prevent the consolidation of The District with, or its merger into, any other corporation, or the sale by The District of all or substantially all of its properties or assets, or the assignment by The District of this Agreement and the performance of its obligations hereunder to any successor in interest or any Affiliated Company. Subject to the foregoing, this Agreement shall be binding upon and shall inure to the benefit of the parties and their respective heirs, legal representatives, successors, and permitted assigns, and shall not benefit any person or entity other than those enumerated above.

18. SIGNATORIES. This Agreement shall be signed on behalf of The District by Thomas Addington, Superintendent and on behalf of The Consultant by Nancy Akhavan, President and effective as of the date first above written.

Party receiving services:
Central Union Elementary School District

By: _____ Date: 2/15/23
Superintendent

Party providing services:
Nancy Akhavan Consulting, Inc.

By: Nancy Akhavan Date: 01/01/2023
President

EXHIBIT A

Proposal of Services is as follows

- 1 (One) Full Day of Professional Learning on January 17, 2023.
  Special Education Staff Focus on Lit Six Reading
  Location: District Presentation Center
  8:00am - 2:45pm
  $2,500.00

- Materials for SPED Lit Six Training
  - Texts: *Teaching Writing in a Title One* School and *The Big Book of Literacy Tasks*
  - Professional Development Materials Binder
  - 10 Sets at $200.00 = $2,000.00

- 1 (One) Full Day of Professional Learning on January 23, 2023
  Upper Grade Staff Focus on Lit Six Reading
  $2,500.00

Total: $7,000.00

691 N. Laverne Avenue, Suite 101
Fresno, CA 93727
P 559.497.2880
www.bskassociates.com

Sent via email: taddingt@central.k12.ca.us

February 8, 2023 BSK Proposal C00000548

Mr. Thomas Addington
Central Union Elementary School District
15783 18th Avenue
Lemoore, California 93245

SUBJECT: Proposal for Special Inspection and Testing Services
Stratford Elementary School MPR HVAC Replacement
20227 1st Street
Stratford, California 93266

Dear Mr. Addington:

We are pleased to submit this proposal to provide Special Inspection and Testing Services for the Stratford Elementary School MPR HVAC Replacement project in Stratford, California.

SCOPE OF SERVICES

Our scope of services for this project includes:

- Soils compaction testing
- Concrete sampling and testing
- Torque testing of post-installed anchors
- Shop welding inspection

BASIS FOR INVOICING

We will charge for our services on a **time and materials basis** in accordance with the hourly rates listed in our *Cost Estimate* below for this **prevailing wage project.** The hours listed in our Cost Estimate are only estimates. We cannot account for delays of which we have no control, such as, but not limited to retest and re-inspections, contractor's schedule, contractor's means and methods, or number of workers on contractor's crew. We will separate retests, re-inspections, standby, cancellations, and extra work on our monthly invoices as these may increase our time on the project beyond what we estimated. We will bill our time in 1-hour increments, but a minimum of 3-hours for each trip. Travel time and mileage will be included on a "portal-to-portal" basis from our Fresno Office. We will submit invoices monthly for the

work we complete during the invoice period. We will charge for any tests beyond what we have listed in our *Cost Estimate*, in accordance with the rates listed in our *2022 BSK Fee Schedule*.

Cost Estimate

FIELD SERVICES	DAYS	HRS/DAY	HOURS	RATE	COST
Earthwork Construction					
Compaction Testing Technician	1	3	3	$140	$420
Concrete Construction					
Reinforcing Steel Sample and Tagging	2	1	2	$125	$250
Concrete Sampling and Testing	1	3	3	$125	$375
Batch Plant Inspection	1	1	1	$125	$125
Sample Pickup and Delivery	1	1	1	$125	$125
Post Installed Anchors					
Torque Testing	2	2	4	$125	$500
Welding Observations					
Shop Welding	2	4	8	$125	$1,000
	TRIPS	**HRS/TRIP**	**HOURS**	**RATE**	**COST**
Mobilization / Travel (Group 3)	1	2	2	$140	$280
Mobilization / Travel (Group 4)	9	2	18	$125	$2,250
	TRIPS	**MILES/TRIP**	**MILES**	**RATE**	**COST**
Mileage	10	92	920	$1.00	$920
				FIELD SERVICES ESTIMATE	**$6,245**
LABORATORY TESTING	**FREQUENCY**		**SETS/UNITS**	**RATE**	**COST**
Concrete Compressive Strength (Set of 4 or 5)	1 Set / 50 CY		1	$163	$163
Compaction Curves - Site Soils (4" Mold)	1 per material		1	$282	$282
Rebar Tensile and Bend	1 per size/heat		1	$177	$177
				LABORATORY TESTING ESTIMATE	**$622**
PROJECT MANAGEMENT & ADMINISTRATION			**HOURS**	**RATE**	**COST**
Registered Engineer (Review, support and reporting)			1	$240	$240
Project Manager (Field Oversight, Daily Report Review)			3	$225	$675
Accounting Professional (DIR Reporting)			2	$105	$210
Administration (Data Processing, Report Prep., Field Coordination)				7%	$416
				ADMINISTRATION ESTIMATE	**$1,541**
				TOTAL BUDGET ESTIMATE	**$8,408**

We based our *Cost Estimate* on the following assumptions and information:

- Field work will occur during normal business hours Monday through Friday;
- A standard workday is 8 hours per day, Monday through Friday including travel time. We will charge 1.5 times the standard hourly rate for working from 8 to 12 hours in one day. If we work more than 12 hours in one day, we will charge 2 times the standard hourly rate;
- Shops and batch plants (if any) are local to Bakersfield, Fresno, or the Jobsite;
- The client, contractor, or shop, will provide safe and adequate access to perform testing and inspections; and
- Project plans that was provided to us dated 8/30/2022.

We will notify you if it appears that the amount of time, we spend working on the project may exceed our total budget estimate. However, due to the timing and nature of our services, this may not always be possible. We will make every effort to respond to the needs of your project. To provide the services you

need, we request that you, or your authorized representative schedule inspection and testing services at least 48 hours in advance. To avoid show-up charges, please cancel requests for service at least two working hours in advance of our arrival time.

GENERAL CONDITIONS AND LIMITATIONS

We have included a copy of the *Agreement for Construction Materials Engineering and Testing Services* with this proposal and our *General Conditions for Construction Materials Engineering and Testing Services*.

We provide material testing and inspection services to help verify that the work is in conformance with the project documents. These services shall not be construed as acceptance of the work or relieve the contractor in any way from its obligations and responsibilities as outlined in the applicable construction documents. We assume no responsibility for the safety of others on the jobsite or the means and methods of construction.

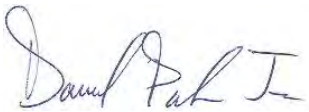
We will perform our services consistent with that level of care and skill ordinarily exercised by other consultants practicing in the same discipline and locale at the time the services are performed. No other warranties, either express or implied are provided. If changes occur in the design of the project, please notify us in writing.

AUTHORIZATION

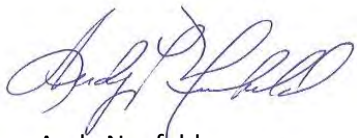
If our proposal and general conditions are acceptable, please sign our agreement and return to us. We will countersign the agreement and return a copy to you.

We appreciate the opportunity to work with you on this project. If you have any questions, or require additional information or services, please contact the undersigned at (559) 497-2868.

Sincerely,
BSK Associates



Daniel Palmer, Jr.
Construction Services Division Manager



Andy Neufeld
Project Manager

DPJ/AN/cc

Enclosures: Agreement for Construction and Materials Testing Services
General Conditions for Construction and Materials Testing Services

AGREEMENT FOR CONSTRUCTION MATERIALS ENGINEERING AND TESTING SERVICES

THIS AGREEMENT, effective as of this 9th day of February 2023, is by and between Central Union Elementary School District ("Client") and BSK Associates ("Consultant").

THE PROJECT is generally described as Stratford Elementary School MPR HVAC Replacement at 20227 1st Street, Stratford, California 93266.

THIS AGREEMENT consists of the following documents which are incorporated herein by reference:

- General Conditions for Construction and Materials Testing Services;
- Consultant's Scope of Services presented in BSK's proposal C00000548, dated February 8, 2023.

Consultant agrees to perform the Services set forth in this Agreement and in accordance with its terms, including all attachments incorporated herein by reference. This Agreement may not be modified or altered, except in writing as specifically described in this Agreement.

	Client	**Consultant**
Signature:		
Print Name:	Thomas Addington	Daniel Palmer, Jr.
Title:	Superintendent	Construction Services Division Manager
Company:	**Central Union Elementary School District**	**BSK Associates**
Address:	15783 18th Avenue	691 N. Laverne Avenue, Suite 101
	Lemoore, California 93245	Fresno, California 93727
Date:		

GENERAL CONDITIONS FOR CONSTRUCTION MATERIALS ENGINEERING AND TESTING SERVICES

1. DEFINITIONS

1.1 Certification. CONSULTANT's expression of a professional opinion based upon the SERVICES CONSULTANT performed. A certification does not constitute a warranty or guarantee, either express or implied.

1.2 Contractor. The Contractor or Contractors, including its/their subcontractors of every tier, retained to perform construction work on the project for which CONSULTANT is providing SERVICES under this AGREEMENT.

1.3 CONSULTANT Entities. The CONSULTANT and its subconsultants, subcontractors, and agents, and all of their respective shareholders, directors, officers, employees, and agents, and their heirs and assigns.

1.4 Day(s). Calendar day(s) unless otherwise stated.

1.5 Hazardous Materials. Any toxic substances, chemicals, radioactivity, pollutants, or other materials, in whatever form or state, known or suspected to impair the environment in any way whatsoever. Hazardous materials include, but are not limited to, those substances defined, designated, or listed in any federal, state, or local law, regulation, or ordinance concerning hazardous wastes, toxic substances, or pollution.

1.6 Inspect, Inspection. Visual determination of conformance with specific requirements.

1.7 Instruments of Professional Service. All documents and information – e.g., letters, memoranda, reports, boring logs, maps, field data, field notes, drawings and specifications, and test data prepared by CONSULTANT.

1.8 General Contractor. The contractor that has overall responsibility for project-site activities, including site safety and security, and is in charge of all other contractors and subcontractors hired for the project.

1.9 Observation, Observe. On the basis of CONSULTANT's professional judgment, the act of visual evaluation or visually evaluating general conformance with requirements.

1.10 Services. The professional SERVICES provided by CONSULTANT under this AGREEMENT including SERVICES described in the scope of SERVICES included in Exhibit A and any written task order or amendment to this AGREEMENT.

1.11 Subcontractor. Contractor hired by the General Contractor or another contractor or subcontractor.

1.12 Test(s), Testing. Measurement, examination, and other activities to assess the characteristics or performance of materials.

1.13 Work. A contractor's or subcontractor's labor, materials, equipment, and constructed results.

2. ACCEPTANCE OF TERMS AND CONDITIONS

Unless otherwise specifically stated by CLIENT in writing, CLIENT's request that CONSULTANT initiate SERVICES will constitute CLIENT's acceptance of this AGREEMENT and all of its terms and conditions. Any additional or different terms that CLIENT provides in any subsequent acknowledgment, purchase order, task order, or other document that vary from any of the terms herein or in CONSULTANT's proposal are hereby objected to and rejected. Any such terms proposed by CLIENT, whether by offer or acceptance, shall be void unless CONSULTANT expressly agrees to them in writing.

3. SCOPE OF SERVICES

3.1 Services Provided; Independent Contractor. CONSULTANT will provide the SERVICES set forth in the scope of SERVICES (Exhibit A) as an independent contractor.

3.2 Authority of CONSULTANT. CONSULTANT will report to CLIENT data and results of observation, inspection, and testing as set forth in the scope of SERVICES (Exhibit A). CONSULTANT will report to CLIENT or CLIENT's representative observed or inspected work that, in CONSULTANT's opinion, fails to conform to project plans and specifications. CONSULTANT has no right or responsibility to approve, accept, reject, or stop work of any agent of CLIENT. No action of CONSULTANT or CONSULTANT's site representative(s) shall be construed by any party as revoking, altering, enlarging, relaxing, or releasing any requirement of the plans, specifications, and codes applicable to the project or any AGREEMENT between CLIENT and others. Such rights are reserved solely for CLIENT

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3.3 Variation of Material Characteristics and Conditions. CONSULTANT's observations and standardized sampling, inspection, and testing procedures indicate conditions of materials and construction activities only at the precise location where and precise time when CONSULTANT performed SERVICES. CLIENT recognizes that conditions of materials and construction activities at other locations may vary from those measured, observed, or inspected, and that conditions at one location and time cannot be relied on to indicate the conditions at other locations and times, even when the materials involved appear to be identical. Nonetheless, CONSULTANT may make inferences based upon the information derived from these procedures to formulate professional opinions about conditions in other areas. Nonetheless, CONSULTANT is responsible only for those data, interpretations, and recommendations about the actual materials and construction activities it observes, inspects, samples, or tests. Even if performed on a continuous basis, SERVICES do not and should not be interpreted to mean that CONSULTANT is observing, inspecting, or testing all materials on the project. CONSULTANT is not responsible for other parties' interpretations or use of the information CONSULTANT developed.

3.4 Scheduling and Frequency of Observations, Inspections, and Testing. CLIENT acknowledges that CLIENT – directly or by CLIENT's designee – has the sole right and sole responsibility to determine the extent, frequency, and scheduling of observations, inspections, and testing performed by CONSULTANT. Accordingly, CLIENT also acknowledges that CONSULTANT bears no responsibility for damages that may accrue because CONSULTANT did not perform observations, inspections, or testing that CLIENT failed to request or schedule.

3.5 Changes in Scope. If CONSULTANT provides CLIENT with a writing confirming a change in the SCOPE OF SERVICES, it will become an amendment to this AGREEMENT unless CLIENT objects in writing within 5 business days after receipt. All SERVICES performed by CONSULTANT on the Project are subject to the terms and limitations of this AGREEMENT. If SERVICES are performed, but the parties do not reach AGREEMENT concerning modifications to the SCOPE OF SERVICES or compensation, then the terms and limitations of this AGREEMENT apply to such SERVICES, except for the payment terms. The parties agree to resolve disputes concerning modifications to scope or compensation pursuant to Section 19, "Disputes."

3.6 Licenses. CONSULTANT will procure and maintain business and professional licenses and registrations necessary to provide its SERVICES.

***3.7 Excluded Services*.** CONSULTANT'S SERVICES under this AGREEMENT include only those SERVICES specified in the SCOPE OF SERVICES, or a written amendment(s) thereto. Engineer shall have no other responsibility or obligation except as agreed to in writing.

CLIENT expressly waives any claim against CONSULTANT resulting from its failure to perform recommended additional SERVICES that CLIENT has not authorized CONSULTANT to perform, and any claim that CONSULTANT failed to perform SERVICES that CLIENT instructed CONSULTANT not to perform.

3.8 No Fiduciary Responsibility. CLIENT agrees that CONSULTANT has been engaged to provide technical professional SERVICES only and that CONSULTANT does not owe a fiduciary responsibility to CLIENT or to the project Owner, if different from CLIENT.

4. PAYMENTS TO CONSULTANT

4.1 Basic Services, Fees, and Expenses. CONSULTANT will perform SERVICES for the amount(s) set forth in the schedule of charges in Exhibit A. CLIENT acknowledges that the schedule of charges is subject to periodic review and amendment to reflect CONSULTANT's then-current fee structure. CONSULTANT will give CLIENT at least thirty (30) days' advance notice of any changes to its schedule of charges. Unless CLIENT objects in writing to such changes within thirty (30) days of notification, the amended fee structure will be incorporated into this AGREEMENT and will supersede any prior fee structure.

4.2 Additional Services. Any SERVICES CONSULTANT performs under this AGREEMENT, except those SERVICES expressly identified otherwise in the scope of SERVICES (Exhibit A), will be performed on a time-and-materials basis unless both parties specifically agree otherwise in writing.

4.3 Estimate of Fees and Expenses. CONSULTANT will, to the best of its ability, perform the SERVICES and accomplish the objectives defined in this AGREEMENT for no more than the cost (Consultant's fee and expenses) estimated in writing by Consultant. Client recognizes that unforeseen circumstances, including scope and schedule changes, can affect Consultant's ability to complete its SERVICES for no more than the estimated cost. Accordingly, Client agrees that a cost estimate or "not-to-exceed" limitation does not constitute a guarantee that Consultant will be able to complete the SERVICES for that amount. Instead, a cost estimate or "not-to-exceed" limitation indicates only that Consultant will not incur costs in excess of the estimate or limitation amount without first obtaining Client's AGREEMENT to do so.

4.4 Prevailing Wages. Unless CLIENT specifically informs CONSULTANT in writing that prevailing-wage regulations cover the project and the SERVICES, CLIENT hereby releases and agrees to reimburse CONSULTANT for any liability and all costs (including fines and attorney's fees) CONSULTANT may incur resulting from a subsequent determination that prevailing-wage regulations cover the project.

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4.5 Other Cost Escalations. CLIENT agrees to increase its compensation to CONSULTANT as a consequence of additional expenses CONSULTANT is required to bear, including, but not being limited to, a sales tax and/or gross receipts tax on CONSULTANT's SERVICES.

4.6 Payment Timing; Late Charge. CONSULTANT will submit invoices to CLIENT periodically, but no more frequently than every fourteen (14**)** days. All invoices are due and payable upon presentation. Any undisputed amounts unpaid thirty (30) days after the invoice date will include a late-payment charge from the date of the invoice, at 1½% per month or the maximum legal rate, whichever is lower. CLIENT's failure to pay CONSULTANT within thirty (30) days of the date of CONSULTANT's invoice will constitute CLIENT's substantial failure to perform under this AGREEMENT, and CLIENT will remunerate CONSULTANT for all time spent and all expenses incurred (including, but not being limited to, the fees and expenses of any collection agency and/or attorney, and any court costs) in connection with collecting any delinquent amount. In addition, Engineer may suspend performance of the SERVICES when such failure to pay continues for fifteen (15) days following notice to Client of the same.

4.7 Payment Disputes. If CLIENT objects to any portion of an invoice, CLIENT must so notify CONSULTANT in writing within ten (10) days of the invoice date, identifying in such notice the cause of the disagreement. The parties will immediately make every effort to resolve the disputed portion of the invoice. Payment thereafter will first be applied to accrued interest and then to the unpaid principal amount.

5. PERFORMANCE STANDARD

5.1 Level of Service. CONSULTANT offers different levels of geotechnical engineering SERVICES to suit the desires and needs of different clients. Although the possibility of error can never be eliminated, more detailed and extensive SERVICES yield more information and reduce the probability of error, but at increased cost. CLIENT must determine the level of SERVICES adequate for its purposes. CLIENT has reviewed the Scope of SERVICES and has determined that it does not need or want a greater level of SERVICES than that being provided.

5.2 Standard of Care. Subject to the limitations inherent in the agreed Scope of SERVICES as to the degree of care, the amount of time and expenses to be incurred, and subject to any other limitations contained in this AGREEMENT, CONSULTANT will perform its SERVICES consistent with that level of care and skill ordinarily exercised by other professional engineers practicing in the same locale and under similar circumstances at the time the SERVICES are performed**.** No representation, express or implied, and no warranty or guarantee is included in or intended by this AGREEMENT or by any report, opinion, document, or other instrument of professional service. CONSULTANT disclaims any implied warranties or warranties imposed by law, including warranties of merchantability and fitness for a particular purpose. Even if performed on a continuous basis, CONSULTANT's SERVICES do not constitute observing, inspecting, or verifying placement of all materials of the project.

5.3 Compliance with Codes and Referenced Standards. As required by the applicable standard of care, CONSULTANT will perform its SERVICES in accordance with federal, state, and local codes, standards, statutes, and regulations applicable to CONSULTANT when CONSULTANT prepared the scope of SERVICES (Exhibit A). CONSULTANT will perform its observations, inspections, and tests in general accordance with the standards CONSULTANT references. CONSULTANT makes no representation about compliance with any standards it does not reference.

5.4 Sampling, Observation, Inspection, and Test Locations**.** Unless specifically stated otherwise, the scope of SERVICES (Exhibit A) excludes surveying the project site or precisely identifying sampling, observation, inspection, or test locations, depths, or elevations. In accordance with customary practice, CONSULTANT will base sampling, observation, inspection, and test locations, depths, and elevations on field estimates and information furnished by CLIENT and its representatives. Unless stated otherwise in CONSULTANT's report(s), such locations, depths, and elevations are approximate.

5.5 Sample Disposal. CONSULTANT will dispose of samples immediately after submitting the report covering those samples. If CLIENT prefers CONSULTANT to store samples for a longer period or transfer them to another party, CLIENT shall submit to CONSULTANT a timely written notice through which CLIENT also agrees to appropriately compensate CONSULTANT for the additional service.

5.6 Buried Utilities and Structures; Property/Work Restoration. If the SERVICES require borings, test pits, or other invasive subsurface-exploratory SERVICES, CLIENT will provide to CONSULTANT all information it possesses about the location and nature of underground utilities and structures. To reduce the risk of damage or injury to underground utilities and structures, CONSULTANT will rely on CLIENT-furnished information and will also contact an appropriate utility locator. CLIENT agrees to hold CONSULTANT harmless for any damage to underground utilities or structures that are not called to CONSULTANT's attention or that are shown incorrectly on plans or drawings furnished for the purpose of locating such utilities and structures. CONSULTANT will take reasonable precautions to limit the damage to the project site or work caused by the performance of its SERVICES. CLIENT understands that some damage may necessarily occur in the normal course of performing SERVICES, and that this AGREEMENT excludes repair of such damage unless specifically stated otherwise in the scope of SERVICES (Exhibit A) or via a subsequent amendment to this AGREEMENT.

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6. CONTRACTOR'S PERFORMANCE

CONSULTANT is not responsible for any contractor's means, methods, techniques, or sequences during the performance of any contractor's' work. CONSULTANT will not supervise or direct any contractor's' work nor be liable for any failure of contractor to complete its work in accordance with the project's plans, specifications, and/or applicable codes, laws, and regulations. CLIENT understands and agrees that the general contractor, not CONSULTANT, has sole responsibility for the safety and security of persons and property at the project site. CONSULTANT shall not be responsible for the acts, errors or omissions of the Contractor, Owner, CLIENT other consultants, or any other persons or entities performing work on the project, except those under the direct control of CONSULTANT.

7. CLIENT'S RESPONSIBILITIES

In addition to compensating CONSULTANT for SERVICES**,** CLIENT agrees to:

7.1 Cooperation. Assist and cooperate with CONSULTANT in any manner necessary and within its ability to facilitate CONSULTANT's performance under this AGREEMENT.

7.2 Access. Grant or obtain free access to the project site for all equipment and personnel necessary for CONSULTANT to perform its SERVICES.

7.3 Representative. Designate a representative to transmit notices and information pertaining to the SERVICES, communicate CLIENT's policies and decisions, and assist as necessary in matters pertaining to the project and this AGREEMENT. CLIENT may change its representative by written notice.

7.4 Information. Supply to CONSULTANT all information and documents relevant to the SERVICES. CONSULTANT may rely upon such information without independently verifying its accuracy. CLIENT will notify CONSULTANT of any known potential or possible health or safety hazard associated with the materials to be tested, including their intended use, chemical composition, relevant MSDS, manufacturers' specifications and literature, and any previous test results.

7.5 Project Information. Within seven (7) days of receiving CONSULTANT's written request to do so, CLIENT will provide to CONSULTANT a correct statement of the recorded legal title to the property on which the project is located and the CLIENT's and/or owner's interest therein.

7.6 Subsurface Structures. Correctly designate on plans to be furnished to CONSULTANT the location of all subsurface structures, such as pipes, tanks, cables and utilities within the property lines of the Project Site(s), and be responsible for any damage inadvertently caused by CONSULTANT to any such structure or utility not so designated. CONSULTANT is not liable to CLIENT for any losses, damages or claims arising from damage to subterranean structures or utilities that were not correctly shown on plans furnished by CLIENT to CONSULTANT.

8. UNANTICIPATED AND CHANGED CONDITIONS

CONSULTANT will give to CLIENT written notice of CONSULTANT's discovery of conditions or circumstances CONSULTANT did not contemplate at the time of this AGREEMENT ("Changed Conditions"). CLIENT and CONSULTANT will then negotiate an appropriate amendment to this AGREEMENT. If they cannot agree upon an amendment within thirty (30) days after CONSULTANT gives notice, CONSULTANT may terminate this AGREEMENT and be compensated as set forth in Section 13, "Suspension and Delay; Termination." Underground utilities and other structures that are not properly located on plans and specifications provided to CONSULTANT will be considered a Changed Condition under this clause.

9. CERTIFICATIONS

CLIENT agrees not to require that CONSULTANT execute any certification with regard to SERVICES performed or Work tested and/or observed under this AGREEMENT unless: 1) CONSULTANT believes that it has performed sufficient SERVICES to provide a sufficient basis to issue the certification; 2) CONSULTANT believes that the SERVICES performed or Work tested and/or observed meet the criteria of the certification; and 3) CONSULTANT has reviewed and approved in writing the exact form of such certification prior to execution of this AGREEMENT. Any certification by CONSULTANT is limited to an expression of professional opinion based upon the SERVICES performed by CONSULTANT and does not constitute a warranty or guarantee, either expressed or implied. Any such certification in no way relieves the contractor or any other party from meeting requirements imposed by contract or other means, including industry standards. CLIENT further agrees not to make resolution of any dispute with the CONSULTANT or payment of any sums due CONSULTANT in any way contingent on CONSULTANT signing any such certification or similar document.

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10. ALLOCATION OF RISK

10.1 Limitation of Remedies. In recognition of the relative risks and benefits of the project to CLIENT and CONSULTANT, the risks are allocated such that CLIENT agrees, to the fullest extent permitted by law, that the total cumulative liability of CONSULTANT, its subconsultants and subcontractors, and all of their respective shareholders, directors, officers, employees and agents (collectively "CONSULTANT Entities"), to CLIENT arising from SERVICES under this AGREEMENT, including any indemnity obligation, any defense costs and attorney's fees, and any consequential damages which may be due under this AGREEMENT, will not exceed the gross compensation received by CONSULTANT under this AGREEMENT or $_____, whichever is greater; provided, however, that such liability is further limited as described below. This limitation applies to all lawsuits, claims or actions that allege errors or omissions in CONSULTANT Entities' SERVICES, whether alleged to arise in tort, contract, warranty, or other legal theory. Upon CLIENT's written request, CONSULTANT and CLIENT may agree to increase the limitation to a greater amount in exchange for a negotiated increase in CONSULTANT's fee, provided that they amend this AGREEMENT in writing as provided in Section 15.3. CLIENT further agrees to require any contractor or subcontractor who may perform work in connection with any design, report or study by CONSULTANT to include a like indemnity and limitation of remedies clause in favor of CONSULTANT. Client and CONSULTANT agree that this clause was expressly negotiated and agreed upon.

10.2. Indemnification.

10.2.1. Indemnification of CLIENT. Subject to all otherwise applicable statutes of limitations and repose and the provisions and limitations of this AGREEMENT, including section 10.1 above, CONSULTANT agrees to indemnify and hold harmless CLIENT its shareholders, officers, directors, and employees from and against any and all third party claims, suits, liabilities, damages, expenses, or losses (including reimbursement of reasonable attorney's fees and costs of defense), (collectively "Losses") to the extent caused by CONSULTANT's negligent performance of its SERVICES under this AGREEMENT. With regard to any claim alleging CONSULTANT'S negligent performance of professional SERVICES, CONSULTANT's defense obligation under this indemnity paragraph means only the reimbursement of reasonable defense costs to the proportionate extent of its actual indemnity obligation hereunder. The indemnity obligations provided under this section shall only apply to the extent such Losses are determined by a court of competent jurisdiction or arbitrator to have been caused by the negligence of Engineer.

10.2.2. Indemnification of CONSULTANT. CLIENT will indemnify and hold harmless CONSULTANT Entities from and against any and all Losses to the extent caused by the negligence or willful misconduct of CLIENT, its employees, agents and contractors. In addition, except to the extent caused by CONSULTANT's sole negligence, CLIENT expressly agrees to defend, indemnify and hold harmless CONSULTANT Entities from and against any and all Losses arising from or related to the existence, disposal, release, discharge, treatment or transportation of Hazardous Materials, or the exposure of any person to Hazardous Materials, or the degradation of the environment due to the presence, discharge, disposal, release of or exposure to Hazardous Material.

10.3 No Personal Liability. CLIENT and CONSULTANT intend that CONSULTANT's SERVICES will not subject CONSULTANT's individual employees, officers, or directors to personal liability. Therefore, and notwithstanding any other provision of this AGREEMENT, CLIENT agrees as its sole and exclusive remedy to direct or assert any claim, demand, or suit only against the business entity identified as "CONSULTANT" on the first page of this AGREEMENT.

10.4 Deviation from Recommendations. Unless specifically agreed otherwise in writing, CLIENT agrees that CONSULTANT bears no responsibility for ensuring CLIENT's or any other party's compliance with any specifications, procedures, or recommendations provided by CONSULTANT to CLIENT under this AGREEMENT (collectively, "recommendations"). CLIENT hereby releases CONSULTANT from all liability arising from any other party's failure to fully comply with recommendations, and CLIENT will defend, indemnify, and hold harmless CONSULTANT from any party's claims for losses arising from or related to CLIENT'S or any other party's failure to fully comply with recommendations.

10.5. Consequential Damages. Neither CLIENT nor CONSULTANT will be liable to the other for any special, consequential, incidental, indirect, punitive or penal losses or damages including but not limited to losses, damages or claims related to the unavailability of property or facilities, shutdowns or service interruptions, loss of use, profits, revenue, business, reputation, financing or inventory, or for use charges, cost of capital, or claims of the other party or its customers. This waiver applies to all such claims and damages, whether based on contract, warranty, tort or any other legal theory.

10.6. Continuing AGREEMENT. The indemnity obligations, limitation of remedies, and consequential damages waiver established under this AGREEMENT will survive the expiration or termination of this AGREEMENT. If CONSULTANT provides additional or different SERVICES to CLIENT that the parties do not confirm through execution of an amendment to this AGREEMENT, the obligations of the parties to indemnify each other. the limitations on liability, and the consequential damages waiver established under this AGREEMENT apply to such SERVICES as if the parties had executed an amendment.

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11. INSURANCE

11.1 CONSULTANT's Insurance. If reasonably available, CONSULTANT will maintain the following coverages:

11.1.1 Statutory workers' compensation/employer's liability insurance;

11.1.2 Commercial general liability insurance with a combined single limit of [$ 2,000,000];

11.1.3 Automobile liability insurance, including liability for all owned, hired, and nonowned vehicles with minimum limits of [$ 1,000,000] for bodily injury per person, [$1,000,000] property damage, and [$ 1,000,000] combined single limit per occurrence; and

11.1.4 Professional liability insurance with a limit of at least [$ 1,000,000] per claim and annual aggregate.

11.2 CLIENT's Insurance. As appropriate, CLIENT will obtain builder's risk insurance or other property insurance to protect it from injury or damage to the project, and which waives all rights of subrogation against CONSULTANT, and names CONSULTANT as an additional insured. Proceeds from such insurance will be held by CLIENT as trustee and will be payable to CONSULTANT as its interests appear. CLIENT will also require that all contractors and subcontractors for the Project name CONSULTANT as an additional insured under their General Liability and Automobile Liability insurance policies

11.3 Certificates of Insurance. Upon request, CONSULTANT and CLIENT will each provide to the other certificate(s) of insurance evidencing the existence of the policies required herein. Except for professional liability and workers' compensation insurance, all policies required under this AGREEMENT shall contain a waiver of subrogation.

12. OWNERSHIP AND USE OF CLIENT DOCUMENTS AND INSTRUMENTS OF PROFESSIONAL SERVICE

12.1 CLIENT Documents. All documents provided by CLIENT will remain CLIENT's property. CONSULTANT will return all such documents to CLIENT upon CLIENT's request. CLIENT will permit CONSULTANT to make and retain copies of all CLIENT documents.

12.2 Instruments of Professional Service. Except as otherwise agreed to by CLIENT and CONSULTANT, instruments of professional service are and shall remain CONSULTANT's property, and CONSULTANT has the right, in its sole discretion, to dispose of or retain the instruments of professional service. CLIENT will not provide instruments of professional service to any other person or entity without CONSULTANT's prior written consent.

12.2.1 Use by CLIENT. CLIENT has CONSULTANT's permission to use CONSULTANT's instruments of professional service for purposes reasonably connected with this project, including, without limitation, the project's design and licensing requirements.

12.2.2 Use by CONSULTANT. CONSULTANT may use CONSULTANT's instruments of professional service for any purpose. CONSULTANT owns any patentable concepts or copyrightable materials arising from CONSULTANT's SERVICES.

12.3 Electronic Media. At CLIENT's request, CONSULTANT will provide instruments of professional service to CLIENT in an electronic format, but CLIENT recognizes that CONSULTANT makes no warranties, either express or implied, about the fitness or suitability of any electronically transmitted instruments of professional service or media. CLIENT agrees that CONSULTANT's original, hard-copy instruments of professional service remain the actual instruments of professional service.

12.4 Unauthorized Use and Reliance. No party other than CLIENT may rely on CONSULTANT's instruments of professional service without CONSULTANT's prior written consent, CONSULTANT's receipt of additional compensation, and the written AGREEMENT of the party seeking reliance to be bound by the same terms and conditions as CLIENT herein. CLIENT waives any and all claims against CONSULTANT resulting from the unauthorized use or alteration of instruments of professional service, including those in electronic format, by CLIENT or any party obtaining instruments of professional service through CLIENT. CLIENT will defend, indemnify, and hold harmless CONSULTANT from and against any claim, action, or proceeding brought by any party claiming to have relied upon information or opinions contained in instruments of professional service without having obtained CONSULTANT's prior written consent to do so, and any claim arising out of or related to the unauthorized use, reuse, or modification of the instruments of professional service by CLIENT or any party obtaining them through CLIENT.

12.5 Confidentiality. CONSULTANT will hold confidential business and technical information obtained from CLIENT or CLIENT's representatives or generated in the performance of the SERVICES under this AGREEMENT and first identified in writing by CLIENT as "confidential." CONSULTANT will not disclose such information without the consent of CLIENT except to the extent required for: 1) performance of SERVICES under this AGREEMENT; 2) compliance with professional or ethical standards of conduct for preservation of public health, safety, and welfare; 3) compliance with any court order or other government directive; and/or 4) protection of CONSULTANT against claims or liabilities arising from performance of SERVICES under this AGREEMENT. CONSULTANT's obligation hereunder will not apply to information in the public domain or lawfully acquired from others on a nonconfidential basis.

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13. SUSPENSION AND DELAY; TERMINATION

13.1 Suspension and Delay. Upon ten (10) days' written notice to CONSULTANT, CLIENT may suspend CONSULTANT's SERVICES. Upon ten (10) days' written notice to CLIENT, CONSULTANT may terminate this AGREEMENT if CLIENT suspends the SERVICES for more than 60 days, in which case CLIENT will compensate CONSULTANT as provided in Section 13.4. If CLIENT suspends the SERVICES, or if CLIENT or others delay CONSULTANT's SERVICES, CLIENT and CONSULTANT agree to equitably adjust the time for completion of the SERVICES and CONSULTANT's compensation for the additional labor, equipment, and other expenses associated with maintaining CONSULTANT's workforce for CLIENT's benefit during the delay or suspension, and any expenses incurred by CONSULTANT for demobilization and subsequent remobilization.

13.2 Termination for Convenience. CONSULTANT and CLIENT may terminate this AGREEMENT for convenience upon ten (10) days' written notice delivered or mailed to the other party.

13.3 Termination for Cause. In the event that either party breaches this AGREEMENT, the nonbreaching party may deliver to the breaching party a written termination notice that states the basis for termination. Neither party may terminate this AGREEMENT for cause if the breaching party cures the breach within ten (10) days after receiving the termination notice. The nonbreaching party has the right to terminate this Agreement if the breaching party fails to cure the breach within the ten-day (10-day) period.

13.4 Payment on Termination. Following termination other than for CONSULTANT's breach of this AGREEMENT, CLIENT will pay CONSULTANT for the SERVICES performed prior to the termination-notice date, and for any necessary SERVICES and expenses incurred in connection with the termination, including, but not limited to, the costs of completing analyses, records, and reports necessary to document project status at the time of termination and costs associated with termination of subconsultant and/or subcontractor contracts in accordance with CONSULTANT's then-current schedule of charges in Exhibit A.

13.5 Force Majeure. In the event that CONSULTANT is prevented from completing performance of its obligations under this AGREEMENT by adverse weather or other occurrence beyond the control of CONSULTANT, then CONSULTANT will be excused from any further performance of its obligations and undertakings. In the event of a force majeure delay that does not result in termination of the AGREEMENT, schedules will be equitably adjusted.

14. DISPUTES

14.1 Mediation. All disputes between CONSULTANT and CLIENT are subject to mediation before either party initiates any other method of dispute resolution. Either party may demand mediation by serving a written notice stating the essential nature of the dispute, the amount of time or money claimed, and requiring that the matter be mediated. Should mediation fail to resolve the dispute, the parties shall proceed to nonbinding arbitration before a mutually agreed-upon arbitrator(s) or to litigation, as mutually agreed by the parties.

14.2 Choice of Law; Venue. This AGREEMENT will be construed in accordance with and governed by the laws of the state in which the project is located.

14.3 Statutes of Limitations. Any claim related to or arising out of this AGREEMENT by either party, whether known or unknown, including but not limited to claims for breach of this AGREEMENT or for the failure to perform in accordance with the applicable standard of care, shall be made within two (2) years from the time the CLIENT knew or should have known of its claim, but in any event, not later than four (4) years after the completion of CONSULTANT'S SERVICES on the project.

15. MISCELLANEOUS

15.1 Assignment and Subcontracts. During the term of this AGREEMENT and following its termination for any reason, neither CLIENT nor CONSULTANT shall assign, convey, sublet or transfer any rights under or interest in this AGREEMENT without the prior written consent of the other party, including but not limited to, (a) any interest in the proceeds of this AGREEMENT, or any proceeds of claims arising from or under this AGREEMENT; (b) any rights, claims, or causes of action alleging breach, loss or damages arising from or under this AGREEMENT; (c) the control of claims or causes of action against the other party arising from or under this AGREEMENT; and (d) any proceeds from claims or causes of action as security, collateral or the source of payment for any notes or liabilities to any third party. This section shall not, however, apply to any subrogation rights (if any) of any insurer of either party. Any assignment that fails to comply with this paragraph will be void and of no effect. CONSULTANT may subcontract for the SERVICES of others without obtaining CLIENT's consent if CONSULTANT deems it necessary or desirable for others to perform certain SERVICES.

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15.2 Integration and Severability. This AGREEMENT reflects the parties' entire AGREEMENT with respect to its terms and limitations and supersedes all prior AGREEMENTs, written and oral. If any portion of this AGREEMENT is found void or voidable, CLIENT and CONSULTANT will consider that portion stricken and will reform the AGREEMENT to achieve as much of the stricken portions' purpose as possible. These terms and conditions survive the completion of the SERVICES and the termination of the AGREEMENT, whether termination is for cause or for convenience. If any portion of this AGREEMENT is void or voidable, such portion will be deemed stricken and the AGREEMENT reformed to as closely approximate the stricken portions as the law allows, and the remaining provisions of this AGREEMENT shall be valid and binding on both the CLIENT and CONSULTANT.

15.3 Modification of This AGREEMENT. This AGREEMENT may be modified or altered only via a written AGREEMENT that refers specifically to this AGREEMENT and is signed by an authorized representative of each party.
15.4 Notices. Any and all notices, requests, instructions, or other communications given by either party to the other must be in writing and either hand-delivered to the recipient or delivered by first-class mail (postage prepaid) or express mail (billed to sender) at the addresses given in this AGREEMENT.

15.5 Headings. The headings used in this AGREEMENT are for convenience only. They are not a part of this AGREEMENT.

15.6 Waiver. The waiver of any term, condition, or breach of this AGREEMENT will not operate as a subsequent waiver of the same term, condition, or breach.

15.7 Precedence. These General Conditions take precedence over any inconsistent or contradictory provisions contained in any other AGREEMENT term, proposal, purchase order, requisition, notice to proceed, or other document regarding CONSULTANT's SERVICES.

15.8 Incorporation of Provisions Required by Law. This AGREEMENT includes each provision and clause required by law, and the AGREEMENT should be read and enforced as though each such provision and clause were set forth in its entirety.

15.9 No Third Party Rights. Nothing in this AGREEMENT or as a consequence of any of the SERVICES provided gives any rights or benefits to anyone other than the CLIENT and CONSULTANT. All duties and responsibilities undertaken in this AGREEMENT are for the sole use and exclusive benefit of CLIENT and not for the use or benefit of any other party.

End of General Conditions

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TRANSFER OF SERVICE AGREEMENT FOR E-RATE FUNDED ENTITIES

This Transfer of Service Agreement ("TSA") assigns the specific services defined below in Appendix A (the "Services") from CENIC to Customer pursuant to the terms of this TSA and pursuant to the Master Agreement between SERVICE PROVIDER and Customer, last executed on 09/30/21 (the "Customer Contract Documents").

Service Provider and CENIC have entered into an Master Agreement dated March 5, 2013 and a Service Order dated March 5, 2021 as may be amended from time to time ("CENIC Master Agreement").

The assignment being consummated under this TSA is authorized and allowed in the CENIC MSA and or (documents). This TSA is effective upon execution by CENIC, the Customer and Service Provider ("Effective Date") with the Service(s) under this TSA beginning July 1, 2023 (the "Service Transfer Date"). Prior to the Service Transfer Date, the Service(s) will be provided by Service Provider to CENIC under the terms of the CENIC Master Agreement and the applicable (amendment, service order, etc.)

Service Provider, CENIC and Customer hereby agree as follows:

1. The Customer hereby agrees to be bound by the terms and conditions in this TSA.
2. By executing this Agreement, CENIC, Customer and Service Provider consent to CENIC's assignment of the Services to Customer, and Customer's assumption of all of the obligations contained in this TSA. CENIC understands that it will no longer be Service Provider's customer for the Services after the Service Transfer Date.
3. Customer assumes all of the obligations of CENIC with respect to the Services as of the Service Transfer Date. These obligations are further defined in the Customer Contract Documents. This assignment does not relieve or discharge CENIC from liability for any obligations for the assigned Services existing as of the Service Transfer Date, including but not limited to all past due indebtedness existing as of the Service Transfer Date.
4. Customer is responsible for applying for E-Rate funding for eligible Services commencing on the Service Transfer Date. Service Provider will abide by all relevant E-Rate rules and guidelines for E-Rate vendors.
5. Service Provider shall bill Customer and Customer shall pay Service Provider pursuant to this TSA and the applicable terms and conditions in the Customer Contract Documents.
6. This TSA shall become effective as of the Effective Date and, unless sooner terminated as provided herein, shall remain in effect as long as the Services are provided by Service Provider under the Customer Contract Documents.
7. Prior to the Service Transfer Date, if any party fails to perform or observe any material warranty, representation, term or condition of this TSA, including non-payment of charges, and such failure continues unremedied for 30 days after receipt of notice, the aggrieved party may terminate the affected Service and, if the breach materially and adversely affects the entire TSA, terminate the entire TSA.

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8. Each party hereto acknowledges that it has reviewed the terms and conditions of the TSA. Whenever any notice or demand is to be given under this TSA to any party, the notice shall be in writing. Notices shall be in writing and shall be hand delivered to the other Party, (i) in person, (ii) by certified mail, return receipt requested, postage prepaid (iii) by traceable overnight delivery, (iv) by facsimile, electronically confirmed and followed immediately by U.S. Mail (v) or by email notification. Notice will be effective upon delivery. Notices delivered by any other method shall be deemed given upon receipt.

THIS TSA HEREIN CONSTITUTES THE ENTIRE AGREEMENT BETWEEN THE PARTIES. THIS TSA SUPERSEDES ALL PRIOR AGREEMENTS, PROPOSALS, REPRESENTATIONS, STATEMENTS OR UNDERSTANDINGS, WHETHER WRITTEN OR ORAL CONCERNING THE SERVICES. THIS TSA SHALL NOT BE MODIFIED OR SUPPLEMENTED BY ANY WRITTEN OR ORAL STATEMENTS, PROPOSALS, REPRESENTATIONS, ADVERTISEMENTS, SERVICE DESCRIPTIONS OR YOUR PURCHASE ORDER FORMS NOT EXPRESSLY SET FORTH HEREIN.

Customer (New) (by its authorized representative)
By:
Printed or Typed Name: Thomas Addington
Title: Superintendent
Date: February 21, 2023

CENIC (by its authorized representative)
By: DocuSigned by: Louis Fox DEFF34CE032E41F...
Printed or Typed Name: Louis Fox
Title: President & CEO
Date: 2/22/2023

Service Provider (by its authorized representative)
By:
Printed or Typed Name: David Nelson
Title: CEO
Date: 02-23-2023

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Appendix A ASSIGNED SERVICES

Service Type	Circuit ID	Address A	Address Z	MRC	Term End Date
1 Gbps	CVIN-00324-LIT-PTP GE Central Elementary School	15783 18th Ave Lemoore, CA 93245	876 E. D ST. Lemoore, CA 93245	$1,250.00	5/18/2027

rant Number	Vendor Number	Vendor Name	Amount
12706752	2570	ACP DIRECT	$448.88
12706753	4802	LILIANA ALVARADO	$183.24
12706754	4092	AMERICAN BUSINESS MACHINES	$15.00
12706755	2703	AT&T	$2,721.86
12706756	2796	AT&T	$963.19
12706757	4350	GUADALUPE AVALOS CHAVEZ	$562.00
12706758	4620	ASHANTY BELTRAN	$7.00
12706759	111	BILLINGSLEY TIRE INC	$42.00
12706760	4636	ANGELA BURTON	$15.70
12706761	1751	CDW-G	$94.38
12706762	1880	CENTRAL SANITARY SUPPLY	$51.48
12706763	224	CLASSIC CHARTER	$2,159.00
12706764	4595	EMS LINQ INC.	$59.80
12706765	367	BRIAN FRALEY	$1,012.67
12706766	4509	ANGELINA GARCIA	$5.00
12706767	2241	ANNE GONZALES	$261.36
12706768	473	HOME DEPOT	$1,198.79
12706769	4358	HOME DEPOT PRO	$224.34
12706770	4773	INFINITY POWER SOLUTIONS INC	$250.00
12706771	4729	JSN BACKFLOW SERVICES	$1,142.57
12706772	542	KINGS CO OFFICE OF EDUCATION	$69,750.00
12706773	572	LEMOORE AUTO SUPPLY	$14.99
12706774	4720	LINDE GAS & EQUIPMENT INC	$57.53
12706775	565	CHRISTINA LUIS	$35.96
12706776	616	ALICIA MARTELLA	$133.99
12706777	1937	MATSON ALARM CO INC	$929.40
12706778	3537	MID VALLEY DISPOSAL	$1,206.22
12706779	642	MILLER'S RENTALAND INC.	$192.46
12706780	4624	REBECCA MUELLER	$18.75
12706781	4486	N & S TRACTOR	$1,401.20
12706782	720	ORIENTAL TRADING COMPANY	$108.24
12706783	3117	P & R PAPER SUPPLY COMPANY INC.	$8,996.10
12706784	725	PACIFIC GAS & ELECTRIC CO	$48,146.38
12706785	3974	PBK ARCHITECTS INC.	$28,914.10
12706786	4236	PERFORMANCE AIR	$7,000.00
12706787	3846	DANIELLE POST	$73.99
12706788	4633	ERIKA SALLIOTTE	$13.50
12706789	4865	JAVIER SANCHEZ	$96.22
12706790	2038	CHRISTINE SANTOS	$42.37
12706791	4673	SCHOOL SPECIALTY LLC	$250.93
12706792	4864	SENSORY ROCK LLC	$864.00
12706793	3893	SHERWIN-WILLIAMS CO.	$30.02
12706794	879	SISC III	$271,419.88
12706795	766	STANDARD LIFE INSURANCE	$1,585.10
12706796	4469	NICKOLAS STARNE	$62.16
12706797	916	STRATFORD PUBLIC UTILITY DIST	$3,837.12
12706798	4044	SYNCHRONY BANK	$2,099.30
12706799	4701	THRIVING YOUNIVERSITY	$6,700.00
12706800	949	MARK TOMPKINS	$106.11
12706801	4760	DAVID TOSTE	$119.21

Warrant Register For Warrants
Dated 02/03/2023

rant Number	Vendor Number	Vendor Name	Amount
12706802	4664	MARIA VEGA	$10.05
12706803	4725	SILVIA VILLEGAS-CADENA	$2,012.00
12706804	1953	WILD WATER ADVENTURE	$549.20
12706805	4658	KIRSTEN ZAPATA	$18.85

Total Amount of All Warrants: $468,213.59

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12706752	2570	ACP DIRECT	PO - 25660	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$448.88
						Total For Fund Number: 0100	$448.88
						Total Amount of Payment:	**$448.88**
12706753	4802	ALVARADO, LILIANA	PV - 26076	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	$183.24
						Total For Fund Number: 0100	$183.24
						Total Amount of Payment:	**$183.24**
12706754	4092	AMERICAN BUSINESS MACH	PV - 26077	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$15.00
						Total For Fund Number: 0100	$15.00
						Total Amount of Payment:	**$15.00**
12706755	2703	AT&T	PO - 25183	0100-0000-0-1110-8200-590010-525-00-0000	Unrestricted Resources	Communications - Telephone	$507.25
			PO - 25183	0100-0000-0-1110-8200-590010-424-00-0000	Unrestricted Resources	Communications - Telephone	$597.40
			PO - 25183	0100-0000-0-1110-8200-590010-222-00-0000	Unrestricted Resources	Communications - Telephone	$881.29
			PO - 25183	0100-0000-0-1110-8200-590010-323-00-0000	Unrestricted Resources	Communications - Telephone	$735.92
						Total For Fund Number: 0100	$2,721.86
						Total Amount of Payment:	**$2,721.86**
12706756	2796	AT&T	PO - 25174	0100-0000-0-0000-7200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	$35.22
			PO - 25174	0100-0000-0-1110-8200-590010-525-00-0000	Unrestricted Resources	Communications - Telephone	$76.09
			PO - 25174	0100-0000-0-1110-8200-590010-222-00-0000	Unrestricted Resources	Communications - Telephone	$53.58
			PO - 25174	0100-0000-0-0000-8200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	$429.41
			PO - 25174	0100-0000-0-0000-8200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	$239.31
			PO - 25174	0100-0000-0-1110-8200-590010-424-00-0000	Unrestricted Resources	Communications - Telephone	$129.58
						Total For Fund Number: 0100	$963.19
						Total Amount of Payment:	**$963.19**
12706757	4350	AVALOS CHAVEZ, GUADALU	PV - 26103	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	$562.00
						Total For Fund Number: 0100	$562.00
						Total Amount of Payment:	**$562.00**
12706758	4620	BELTRAN, ASHANTY	PV - 26099	1300-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	$7.00
						Total For Fund Number: 1300	$7.00
						Total Amount of Payment:	**$7.00**
12706759	111	BILLINGSLEY TIRE INC	PO - 25633	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$42.00
						Total For Fund Number: 0100	$42.00
						Total Amount of Payment:	**$42.00**
12706760	4636	BURTON, ANGELA	PV - 26109	1300-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	$15.70
						Total For Fund Number: 1300	$15.70
						Total Amount of Payment:	**$15.70**

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12706761	1751	CDW-G	PO - 25636	0100-0000-0-0000-7200-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$94.38
						Total For Fund Number: 0100	$94.38
						Total Amount of Payment:	**$94.38**
12706762	1880	CENTRAL SANITARY SUPPLY	PV - 26079	0100-0000-0-1110-8200-430012-323-00-0000	Unrestricted Resources	Custodian Supplies	$51.48
						Total For Fund Number: 0100	$51.48
						Total Amount of Payment:	**$51.48**
12706763	224	CLASSIC CHARTER	PV - 26100	0100-1100-0-1110-1000-580007-525-00-0000	State Lottery	Transportation/not School	$2,159.00
						Total For Fund Number: 0100	$2,159.00
						Total Amount of Payment:	**$2,159.00**
12706764	4595	EMS LINQ INC.	PO - 25696	1300-5310-0-0000-3700-580011-000-00-0000	Child Nutrition - School Programs	Software License Renewals	$59.80
						Total For Fund Number: 1300	$59.80
						Total Amount of Payment:	**$59.80**
12706765	367	FRALEY, BRIAN	PV - 26080	0100-1100-0-1160-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$1,012.67
						Total For Fund Number: 0100	$1,012.67
						Total Amount of Payment:	**$1,012.67**
12706766	4509	GARCIA, ANGELINA	PV - 26101	1300-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	$5.00
						Total For Fund Number: 1300	$5.00
						Total Amount of Payment:	**$5.00**
12706767	2241	GONZALES, ANNE	PV - 26081	0100-0000-0-1110-1000-430000-331-00-0000	Unrestricted Resources	Materials and Supplies	$232.71
			PV - 26082	0100-1100-0-1110-2700-430000-323-00-0000	State Lottery	Materials and Supplies	$28.65
						Total For Fund Number: 0100	$261.36
						Total Amount of Payment:	**$261.36**
12706768	473	HOME DEPOT	CM - 25093	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	-$364.11
			CM - 25094	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	-$364.12
			PV - 26084	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$1,675.67
			PV - 26083	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$251.35
						Total For Fund Number: 0100	$1,198.79
						Total Amount of Payment:	**$1,198.79**
12706769	4358	HOME DEPOT PRO	PO - 25095	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$56.77
			PV - 26085	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$167.57
						Total For Fund Number: 0100	$224.34
						Total Amount of Payment:	**$224.34**
12706770	4773	INFINITY POWER SOLUTION	PO - 25673	0100-8150-0-0000-8100-560009-323-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$250.00
						Total For Fund Number: 0100	$250.00
						Total Amount of Payment:	**$250.00**
12706771	4729	JSN BACKFLOW SERVICES	PO - 25580	0100-8150-0-0000-8100-580000-323-00-0000	Ongoing & Major Maint. Acct.	Other Services and Operating Expenditures	$1,142.57

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
					Total For Fund Number: 0100		$1,142.57
					Total Amount of Payment:		**$1,142.57**
12706772	542	KINGS CO OFFICE OF EDUCA	PO - 25692	0100-2600-0-1110-1000-580004-424-38-0101	Expanded Learning Opportunities Program	Contract w/County Schools	$32,500.00
			PO - 25692	0100-2600-0-1110-1000-580004-323-38-0101	Expanded Learning Opportunities Program	Contract w/County Schools	$18,750.00
			PV - 26128	0100-4203-0-1110-7410-580004-121-31-0305	Title III Limited English Proficiency (LEP) Student Program	Contract w/County Schools	$5,000.00
			PV - 26127	0100-6266-0-1110-7410-580004-121-36-0201	Educator Effectiveness, FY 2021-22	Contract w/County Schools	$13,500.00
					Total For Fund Number: 0100		$69,750.00
					Total Amount of Payment:		**$69,750.00**
12706773	572	LEMOORE AUTO SUPPLY	PO - 25102	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$14.99
					Total For Fund Number: 0100		$14.99
					Total Amount of Payment:		**$14.99**
12706774	4720	LINDE GAS & EQUIPMENT IN	PO - 25104	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$11.51
			PO - 25104	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$11.51
			PO - 25104	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$11.50
			PO - 25104	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$11.50
			PO - 25104	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$11.51
					Total For Fund Number: 0100		$57.53
					Total Amount of Payment:		**$57.53**
12706775	565	LUIS, CHRISTINA	PV - 26110	0100-0050-0-0000-7700-520003-121-00-0000	Classroom Standards	Mileage-Other	$35.96
					Total For Fund Number: 0100		$35.96
					Total Amount of Payment:		**$35.96**
12706776	616	MARTELLA, ALICIA	PV - 26086	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	$63.88
			PV - 26087	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	$70.11
					Total For Fund Number: 0100		$133.99
					Total Amount of Payment:		**$133.99**
12706777	1937	MATSON ALARM CO INC	PO - 25175	0100-0000-0-1110-8200-580000-323-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	$232.50
			PO - 25175	0100-0000-0-1110-8200-580000-323-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	$143.40
			PO - 25175	0100-0000-0-1110-8200-580000-121-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	$149.44
			PO - 25175	0100-0000-0-1110-8200-580000-525-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	$193.73
			PO - 25175	0100-0000-0-1110-8200-580000-323-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	$210.33
					Total For Fund Number: 0100		$929.40

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
					Total Amount of Payment:		**$929.40**
12706778	3537	MID VALLEY DISPOSAL	PO - 25176	0100-0000-0-1110-8200-550050-120-00-0000	Unrestricted Resources	Garbage	$111.70
			PO - 25176	0100-0000-0-1110-8200-550050-525-00-0000	Unrestricted Resources	Garbage	$617.72
			PO - 25176	0100-0000-0-1110-8200-550050-323-00-0000	Unrestricted Resources	Garbage	$476.80
					Total For Fund Number: 0100		$1,206.22
					Total Amount of Payment:		**$1,206.22**
12706779	642	MILLER'S RENTALAND INC.	PO - 25106	0100-8150-0-0000-8100-560000-424-00-0000	Ongoing & Major Maint. Acct.	Rentals, Leases, Repairs and Noncapitalized Improvements	$135.00
			PV - 26123	0100-8150-0-0000-8100-560000-120-00-0000	Ongoing & Major Maint. Acct.	Rentals, Leases, Repairs and Noncapitalized Improvements	$57.46
					Total For Fund Number: 0100		$192.46
					Total Amount of Payment:		**$192.46**
12706780	4624	MUELLER, REBECCA	PV - 26125	1300-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	$18.75
					Total For Fund Number: 1300		$18.75
					Total Amount of Payment:		**$18.75**
12706781	4486	N & S TRACTOR	CM - 25095	0100-8150-0-0000-8100-560009-120-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	-$73.84
			PO - 25698	0100-8150-0-0000-8100-560009-120-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$1,475.04
					Total For Fund Number: 0100		$1,401.20
					Total Amount of Payment:		**$1,401.20**
12706782	720	ORIENTAL TRADING COMPA	PO - 25656	0100-1100-0-1110-1000-430021-525-00-0000	State Lottery	Allowance	$108.24
					Total For Fund Number: 0100		$108.24
					Total Amount of Payment:		**$108.24**
12706783	3117	P & R PAPER SUPPLY COMPA	PV - 26113	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$282.10
			PV - 26111	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$1,881.14
			PV - 26112	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$6,832.86
					Total For Fund Number: 1300		$8,996.10
					Total Amount of Payment:		**$8,996.10**
12706784	725	PACIFIC GAS & ELECTRIC CC	PO - 25177	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	$25.46
			PO - 25177	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	$23.14
			PO - 25177	0100-0000-0-1110-8200-550020-120-00-0000	Unrestricted Resources	Electricity	$25.46
			PO - 25177	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	$25.46
			PO - 25177	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	$65.07
			PO - 25177	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	$27.81
			PO - 25177	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	$25.46
			PO - 25177	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	$25.46
			PO - 25177	0100-0000-0-1110-8200-550020-120-00-0000	Unrestricted Resources	Electricity	$550.44
			PO - 25177	0100-0000-0-1110-8200-550020-120-00-0000	Unrestricted Resources	Electricity	$1,698.63

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12706784	725	PACIFIC GAS & ELECTRIC CC	PO - 25177	0100-0000-0-1110-8200-550020-120-00-0000	Unrestricted Resources	Electricity	$17,773.32
			PO - 25177	0100-0000-0-1110-8200-550020-323-00-0000	Unrestricted Resources	Electricity	$25,461.82
			PV - 26089	0100-0000-0-1110-8200-550020-222-00-0000	Unrestricted Resources	Electricity	$2,418.85
						Total For Fund Number: 0100	$48,146.38
						Total Amount of Payment:	**$48,146.38**
12706785	3974	PBK ARCHITECTS INC.	PV - 26102	0100-3212-0-0000-8500-620000-525-00-7588	Elementary & Secondary School Emergency Relief II (ESSER II)	Buildings and Improvement of Buildings	$28,914.10
						Total For Fund Number: 0100	$28,914.10
						Total Amount of Payment:	**$28,914.10**
12706786	4236	PERFORMANCE AIR	PO - 25699	0100-8150-0-0000-8100-560009-424-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$395.00
						Total For Fund Number: 0100	$395.00
12706786	4236	PERFORMANCE AIR	PO - 25697	1300-5310-0-0000-3700-560009-000-00-0000	Child Nutrition - School Programs	Outsider Services	$4,800.00
			PO - 25697	1300-5310-0-0000-3700-560009-000-00-0000	Child Nutrition - School Programs	Outsider Services	$550.00
			PO - 25697	1300-5310-0-0000-3700-560009-000-00-0000	Child Nutrition - School Programs	Outsider Services	$905.00
			PO - 25697	1300-5310-0-0000-3700-560009-000-00-0000	Child Nutrition - School Programs	Outsider Services	$350.00
						Total For Fund Number: 1300	$6,605.00
						Total Amount of Payment:	**$7,000.00**
12706787	3846	POST, DANIELLE	PV - 26090	0100-1100-0-1110-1000-430021-222-00-0000	State Lottery	Allowance	$73.99
						Total For Fund Number: 0100	$73.99
						Total Amount of Payment:	**$73.99**
12706788	4633	SALLIOTTE, ERIKA	PV - 26104	1300-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	$13.50
						Total For Fund Number: 1300	$13.50
						Total Amount of Payment:	**$13.50**
12706789	4865	SANCHEZ, JAVIER	PV - 26114	0100-0050-0-0000-7700-520003-121-00-0000	Classroom Standards	Mileage-Other	$96.22
						Total For Fund Number: 0100	$96.22
						Total Amount of Payment:	**$96.22**
12706790	2038	SANTOS, CHRISTINE	PV - 26124	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	$42.37
						Total For Fund Number: 0100	$42.37
						Total Amount of Payment:	**$42.37**
12706791	4673	SCHOOL SPECIALTY LLC	PO - 25657	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$250.93
						Total For Fund Number: 0100	$250.93
						Total Amount of Payment:	**$250.93**
12706792	4864	SENSORY ROCK LLC	PO - 25702	0100-0038-0-1110-1000-580000-424-00-0000	Donations	Other Services and Operating Expenditures	$864.00
						Total For Fund Number: 0100	$864.00
						Total Amount of Payment:	**$864.00**
12706793	3893	SHERWIN-WILLIAMS CO.	PO - 25700	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$30.02

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
					Total For Fund Number: 0100		$30.02
					Total Amount of Payment:		**$30.02**
12706794	879	SISC III	PV - 26115	0100-0000-0-0000-7100-340100-121-00-0000	Unrestricted Resources	Health & Welfare Benefits, certificated	$6,873.60
			PV - 26118	0100-0000-0-0000-7490-370200-122-00-0000	Unrestricted Resources	Retiree Benefits, classified	$3,005.80
			PV - 26117	0100-0000-0-1110-1000-370100-122-00-0000	Unrestricted Resources	Retiree Benefits, certificated	$36,726.50
			PV - 26116	0100-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	$220,026.28
					Total For Fund Number: 0100		$266,632.18
12706794	879	SISC III	PV - 26119	1300-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	$4,787.70
					Total For Fund Number: 1300		$4,787.70
					Total Amount of Payment:		**$271,419.88**
12706795	766	STANDARD LIFE INSURANCE	PV - 26121	0100-0000-0-0000-7100-340100-121-00-0000	Unrestricted Resources	Health & Welfare Benefits, certificated	$37.32
			PV - 26120	0100-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	$1,519.79
					Total For Fund Number: 0100		$1,557.11
12706795	766	STANDARD LIFE INSURANCE	PV - 26122	1300-0000-0-0000-0000-951400-000-00-0000	Unrestricted Resources	Health and Welfare	$27.99
					Total For Fund Number: 1300		$27.99
					Total Amount of Payment:		**$1,585.10**
12706796	4469	STARNE, NICKOLAS	PV - 26105	0100-0050-0-0000-7700-520003-121-00-0000	Classroom Standards	Mileage-Other	$62.16
					Total For Fund Number: 0100		$62.16
					Total Amount of Payment:		**$62.16**
12706797	916	STRATFORD PUBLIC UTILITY	PO - 25181	0100-0000-0-1110-8200-550030-525-00-0000	Unrestricted Resources	Water/Sewer	$1,119.71
			PO - 25181	0100-0000-0-1110-8200-550030-525-00-0000	Unrestricted Resources	Water/Sewer	$941.80
			PO - 25181	0100-0000-0-1110-8200-550030-525-00-0000	Unrestricted Resources	Water/Sewer	$1,775.61
					Total For Fund Number: 0100		$3,837.12
					Total Amount of Payment:		**$3,837.12**
12706798	4044	SYNCHRONY BANK	PO - 25610	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	$1,070.36
			PO - 25601	0100-1100-0-1135-1000-580000-222-00-0000	State Lottery	Other Services and Operating Expenditures	$203.78
			PO - 25612	0100-1100-0-1110-1000-430001-525-00-0000	State Lottery	Instructional Materials/Classroom	$32.47
			PO - 25594	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	$58.98
			PO - 25594	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	$23.58
					Total For Fund Number: 0100		$1,389.17
12706798	4044	SYNCHRONY BANK	PO - 25624	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$583.35
			PO - 25608	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$126.78
					Total For Fund Number: 1300		$710.13
					Total Amount of Payment:		**$2,099.30**

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12706799	4701	THRIVING YOUNIVERSITY	PO - 25376	0100-3213-0-1110-1000-580000-121-35-0303	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	$6,700.00
						Total For Fund Number: 0100	$6,700.00
						Total Amount of Payment:	**$6,700.00**
12706800	949	TOMPKINS, MARK	PV - 26106	0100-0050-0-0000-7700-520003-121-00-0000	Classroom Standards	Mileage-Other	$106.11
						Total For Fund Number: 0100	$106.11
						Total Amount of Payment:	**$106.11**
12706801	4760	TOSTE, DAVID	PV - 26107	0100-0050-0-0000-7700-520003-121-00-0000	Classroom Standards	Mileage-Other	$119.21
						Total For Fund Number: 0100	$119.21
						Total Amount of Payment:	**$119.21**
12706802	4664	VEGA, MARIA	PV - 26108	1300-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	$10.05
						Total For Fund Number: 1300	$10.05
						Total Amount of Payment:	**$10.05**
12706803	4725	VILLEGAS-CADENA, SILVIA	PV - 26092	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	$160.00
			PV - 26093	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	$120.00
			PV - 26091	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	$482.00
			PV - 26097	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	$350.00
			PV - 26096	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	$430.00
			PV - 26098	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	$180.00
			PV - 26095	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	$130.00
			PV - 26094	0100-3213-0-1191-3110-580000-000-00-0000	Elementary & Secondary School Emergency Relief III (ESSER III) Fund	Other Services and Operating Expenditures	$160.00
						Total For Fund Number: 0100	$2,012.00
						Total Amount of Payment:	**$2,012.00**
12706804	1953	WILD WATER ADVENTURE	PO - 25693	0100-1100-0-1110-1000-580000-525-00-0000	State Lottery	Other Services and Operating Expenditures	$549.20
						Total For Fund Number: 0100	$549.20
						Total Amount of Payment:	**$549.20**

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12706805	4658	ZAPATA, KIRSTEN	PV - 26126	1300-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	$18.85
						Total For Fund Number: 1300	$18.85
						Total Amount of Payment:	**$18.85**

District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	**54**	**$468,213.59**
Credit Card Payments	**0**	
Grand Total for Payments Dated:	**02/03/2023**	**$468,213.59**

☐ Authorized Officer/Employee

Or

☐ Board Members *

* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval

By _____ Date _____

This order must be returned to KCOE prior to distribution of payments.

Warrant Register For Warrants
Dated 02/10/2023

2/10/2023 9:13:58AM

rant Number	Vendor Number	Vendor Name	Amount
12707286	16	ACSA	$399.00
12707287	4112	ELIZABETH ALVARADO	$86.64
12707288	4230	JOEL ALVARADO	$90.66
12707289	4866	HAYDEE ANDERSON	$32.17
12707290	4568	ARAMARK UNIFORM & CAREER APPAREL GR	$2,284.66
12707291	63	AT&T	$46.04
12707292	4867	CAROLINA BARAJAS	$.44
12707293	4426	BIMBO BAKERIES USA INC	$1,856.29
12707294	4646	SHATERRICA BRIGMAN	$11.00
12707295	4493	CINDY BROWN	$23.65
12707296	148	BUREAU OF EDUCATION & RESEARCH	$279.00
12707297	4202	CALIFORNIA CONSULTING INC.	$3,500.00
12707298	4808	COAST TROPICAL	$11,176.05
12707299	4640	ANNA CUNNINGHAM	$10.05
12707300	2661	DASSEL'S PETROLEUM	$1,657.04
12707301	273	DECKER EQUIPMENT SCHOOLFI	$66.59
12707302	3342	ENFINITY	$7,533.68
12707303	1670	FIRST CLASS PEST CONTROL	$691.00
12707304	401	GOLD STAR FOODS INC.	$5,057.37
12707305	2241	ANNE GONZALES	$322.22
12707306	473	HOME DEPOT	$1,375.31
12707307	4358	HOME DEPOT PRO	$110.21
12707308	4327	LAWNMOWER MAN	$72.97
12707309	575	LEMOORE HARDWARE	$129.99
12707310	2886	LOWE'S	$37.28
12707311	616	ALICIA MARTELLA	$171.39
12707312	632	MEDICAL BILLING TECHNOLOGIES INC	$175.00
12707313	4157	CHRISTINA MUNOZ	$117.44
12707314	1550	KARLA OROSCO	$262.22
12707315	761	PRODUCERS DAIRY	$10,501.58
12707316	4653	SAMANTHA READY	$16.05
12707317	785	REALLY GOOD STUFF	$543.13
12707318	4500	KARLA REDDICK	$6.75
12707319	882	SMART & FINAL	$46.16
12707320	4196	SPORTS FACILITIES GROUP INC	$441.06
12707321	1126	HEIKO SWEENEY	$126.05
12707322	926	SYSCO FOOD SERVICES OF MODESTO	$27,117.07
12707323	2678	RACHEL TAYLOR	$455.15
12707324	4169	US SOAP WEST LLC	$186.62

Total Amount of All Warrants: $77,014.98

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12707286	16	ACSA	PV - 26198	0100-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	$399.00
						Total For Fund Number: 0100	$399.00
						Total Amount of Payment:	**$399.00**
12707287	4112	ALVARADO, ELIZABETH	PV - 26153	0100-1100-0-1110-2700-430000-323-00-0000	State Lottery	Materials and Supplies	$86.64
						Total For Fund Number: 0100	$86.64
						Total Amount of Payment:	**$86.64**
12707288	4230	ALVARADO, JOEL	PV - 26212	0100-0000-0-1110-8200-520003-120-00-0000	Unrestricted Resources	Mileage-Other	$90.66
						Total For Fund Number: 0100	$90.66
						Total Amount of Payment:	**$90.66**
12707289	4866	ANDERSON, HAYDEE	PV - 26130	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	$32.17
						Total For Fund Number: 0100	$32.17
						Total Amount of Payment:	**$32.17**
12707290	4568	ARAMARK UNIFORM & CAR	PO - 25124	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$11.59
			PO - 25124	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$11.59
			PO - 25124	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$11.59
			PO - 25124	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$11.59
			PO - 25124	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$19.16
			PO - 25124	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$19.16
			PO - 25124	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$76.32
			PO - 25124	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$92.11
			PO - 25124	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$92.11
			PO - 25124	0100-0000-0-1110-8200-560000-120-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$106.46
			PO - 25124	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$63.48
			PO - 25124	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$63.48
			PO - 25124	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$63.48
			PO - 25124	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$63.66
			PO - 25124	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$63.66

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12707290	4568	ARAMARK UNIFORM & CAR	PO - 25124	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$76.32
			PO - 25124	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$52.12
			PO - 25124	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$52.51
			PO - 25124	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$52.51
			PO - 25124	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$62.87
			PO - 25124	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$62.87
			PO - 25124	0100-0000-0-1110-8200-560000-424-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$63.48
			PO - 25124	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$52.12
			PO - 25124	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$52.12
			PO - 25124	0100-0000-0-1110-8200-560000-323-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$52.12
			PO - 25124	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$32.01
			PO - 25124	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$32.01
			PO - 25124	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$32.01
			PO - 25124	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$49.27
			PO - 25124	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$49.27
			PO - 25124	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$19.16
			PO - 25124	0100-0000-0-1110-8200-560000-525-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$19.16
			PO - 25124	0100-0000-0-1110-8200-560000-120-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$22.27
			PO - 25124	0100-0000-0-1110-8200-560000-120-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$22.27
			PO - 25124	0100-0000-0-1110-8200-560000-120-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$25.94
			PO - 25124	0100-0000-0-1110-8200-560000-222-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$32.01
						Total For Fund Number: 0100	$1,683.86
12707290	4568	ARAMARK UNIFORM & CAR	PV - 26131	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	$78.71

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12707290	4568	ARAMARK UNIFORM & CAR	PV - 26132	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	$78.71
			PV - 26136	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	$78.71
			PV - 26137	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	$78.71
			PV - 26133	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	$71.49
			PV - 26134	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	$71.49
			PV - 26138	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	$71.49
			PV - 26135	1300-5310-0-0000-3700-560000-000-00-0000	Child Nutrition - School Programs	Rentals, Leases, Repairs and Noncapitalized Improvements	$71.49
						Total For Fund Number: 1300	$600.80
						Total Amount of Payment:	**$2,284.66**
12707291	63	AT&T	PO - 25170	0100-0000-0-1110-8200-590010-424-00-0000	Unrestricted Resources	Communications - Telephone	$46.04
						Total For Fund Number: 0100	$46.04
						Total Amount of Payment:	**$46.04**
12707292	4867	BARAJAS, CAROLINA	PV - 26197	0100-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	$0.44
						Total For Fund Number: 0100	$0.44
						Total Amount of Payment:	**$0.44**
12707293	4426	BIMBO BAKERIES USA INC	PV - 26203	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$297.08
			PV - 26210	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$232.02
			PV - 26211	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$268.03
			PV - 26208	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$147.24
			PV - 26209	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$160.08
			PV - 26207	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$161.93
			PV - 26201	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$171.75
			PV - 26205	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$96.39
			PV - 26202	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$117.30
			PV - 26206	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$130.01
			PV - 26204	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$74.46
						Total For Fund Number: 1300	$1,856.29
						Total Amount of Payment:	**$1,856.29**
12707294	4646	BRIGMAN, SHATERRICA	PV - 26139	1300-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	$11.00
						Total For Fund Number: 1300	$11.00
						Total Amount of Payment:	**$11.00**
12707295	4493	BROWN, CINDY	PV - 26140	1300-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	$23.65

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
						Total For Fund Number: 1300	$23.65
						Total Amount of Payment:	**$23.65**
12707296	148	BUREAU OF EDUCATION & R	PO - 25622	0100-1100-0-1110-1000-520000-323-00-0000	State Lottery	Travel and Conferences	$279.00
						Total For Fund Number: 0100	$279.00
						Total Amount of Payment:	**$279.00**
12707297	4202	CALIFORNIA CONSULTING II	PO - 25157	0100-0000-0-0000-7200-580000-121-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	$3,500.00
						Total For Fund Number: 0100	$3,500.00
						Total Amount of Payment:	**$3,500.00**
12707298	4808	COAST TROPICAL	CM - 25101	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	-$20.50
			PV - 26214	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$1,155.75
			PV - 26215	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$1,180.95
			PV - 26213	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$887.00
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$892.50
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$964.40
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$970.05
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$977.90
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$695.25
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$711.15
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$740.15
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$514.70
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$614.25
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$388.50
			PO - 25235	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$504.00
						Total For Fund Number: 1300	$11,176.05
						Total Amount of Payment:	**$11,176.05**
12707299	4640	CUNNINGHAM, ANNA	PV - 26141	1300-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	$10.05
						Total For Fund Number: 1300	$10.05
						Total Amount of Payment:	**$10.05**
12707300	2661	DASSEL'S PETROLEUM	PO - 25545	0100-8150-0-0000-8100-430010-120-00-0000	Ongoing & Major Maint. Acct.	Matl & Suppl. -Gasoline/Diesel Fuel	$1,657.04
						Total For Fund Number: 0100	$1,657.04
						Total Amount of Payment:	**$1,657.04**
12707301	273	DECKER EQUIPMENT/SCHOC	PO - 25675	0100-1100-0-1110-8200-430012-222-00-0000	State Lottery	Custodian Supplies	$66.59
						Total For Fund Number: 0100	$66.59
						Total Amount of Payment:	**$66.59**
12707302	3342	ENFINITY	PO - 25184	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	$3,710.83

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12707302	3342	ENFINITY	PO - 25184	0100-0000-0-1110-8200-550020-525-00-0000	Unrestricted Resources	Electricity	$3,822.85
						Total For Fund Number: 0100	$7,533.68
						Total Amount of Payment:	**$7,533.68**
12707303	1670	FIRST CLASS PEST CONTROL	PV - 26155	0100-0000-0-1110-8200-550070-222-00-0000	Unrestricted Resources	Pest Control	$52.00
			PV - 26154	0100-0000-0-0000-8200-550070-121-00-0000	Unrestricted Resources	Pest Control	$60.00
			PO - 25185	0100-0000-0-1110-8200-550070-222-00-0000	Unrestricted Resources	Pest Control	$375.00
			PO - 25185	0100-0000-0-1110-8200-550070-424-00-0000	Unrestricted Resources	Pest Control	$50.00
			PO - 25185	0100-0000-0-1110-8200-550070-525-00-0000	Unrestricted Resources	Pest Control	$52.00
			PO - 25185	0100-0000-0-1110-8200-550070-323-00-0000	Unrestricted Resources	Pest Control	$52.00
			PO - 25185	0100-0026-0-8100-5900-580000-520-00-0000	Local Project	Other Services and Operating Expenditures	$50.00
						Total For Fund Number: 0100	$691.00
						Total Amount of Payment:	**$691.00**
12707304	401	GOLD STAR FOODS INC	PO - 25230	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$3,083.65
			PO - 25230	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$757.56
			PO - 25230	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$648.80
			PO - 25230	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$376.20
			PO - 25230	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$191.16
						Total For Fund Number: 1300	$5,057.37
						Total Amount of Payment:	**$5,057.37**
12707305	2241	GONZALES, ANNE	PV - 26156	0100-1100-0-1110-2700-430000-323-00-0000	State Lottery	Materials and Supplies	$322.22
						Total For Fund Number: 0100	$322.22
						Total Amount of Payment:	**$322.22**
12707306	473	HOME DEPOT	PV - 26144	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$89.38
			PV - 26143	0100-8150-0-0000-8100-430014-121-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$257.19
			PV - 26142	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$1,028.74
						Total For Fund Number: 0100	$1,375.31
						Total Amount of Payment:	**$1,375.31**
12707307	4358	HOME DEPOT PRO	PO - 25095	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$16.99
			PO - 25095	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$18.57
			PO - 25095	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$18.57
			PO - 25095	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$56.08
						Total For Fund Number: 0100	$110.21
						Total Amount of Payment:	**$110.21**
12707308	4327	LAWNMOWER MAN	PO - 25100	0100-8150-0-0000-8100-560000-120-00-0000	Ongoing & Major Maint. Acct.	Rentals, Leases, Repairs and Noncapitalized Improvements	$72.97
						Total For Fund Number: 0100	$72.97

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
					Total Amount of Payment:		**$72.97**
12707309	575	LEMOORE HARDWARE	PO - 25103	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$8.88
			PO - 25103	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$11.25
			PO - 25103	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$16.08
			PO - 25103	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$18.22
			PV - 26145	0100-8150-0-0000-8100-430014-121-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$49.31
			PO - 25103	0100-8150-0-0000-8100-430014-424-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$26.25
					Total For Fund Number: 0100		$129.99
					Total Amount of Payment:		**$129.99**
12707310	2886	LOWE'S	PO - 25105	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$14.22
			PV - 26200	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$23.06
					Total For Fund Number: 0100		$37.28
					Total Amount of Payment:		**$37.28**
12707311	616	MARTELLA, ALICIA	PV - 26146	0100-0038-0-1110-1000-580000-424-00-0000	Donations	Other Services and Operating Expenditures	$171.39
					Total For Fund Number: 0100		$171.39
					Total Amount of Payment:		**$171.39**
12707312	632	MEDICAL BILLING TECHNOI	PV - 26152	0100-0000-0-1110-3140-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$175.00
					Total For Fund Number: 0100		$175.00
					Total Amount of Payment:		**$175.00**
12707313	4157	MUNOZ, CHRISTINA	PV - 26199	0100-0000-0-1110-2495-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$117.44
					Total For Fund Number: 0100		$117.44
					Total Amount of Payment:		**$117.44**
12707314	1550	OROSCO, KARLA	PV - 26157	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$262.22
					Total For Fund Number: 0100		$262.22
					Total Amount of Payment:		**$262.22**
12707315	761	PRODUCERS DAIRY	PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$864.53
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$649.09
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$676.39
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$504.21
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$648.40
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$648.95
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$468.24
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$504.21
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$504.21
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$324.62

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12707315	761	PRODUCERS DAIRY	PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$324.62
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$324.62
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$342.74
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$360.87
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$360.87
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$252.80
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$288.36
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$289.46
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$306.63
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$324.62
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$324.62
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$107.93
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$145.01
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$216.69
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$252.11
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$252.52
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$71.95
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$71.95
			PO - 25232	1300-5310-0-0000-3700-470000-000-00-0000	Child Nutrition - School Programs	Food	$90.36
						Total For Fund Number: 1300	$10,501.58
						Total Amount of Payment:	**$10,501.58**
12707316	4653	READY, SAMANTHA	PV - 26147	1300-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	$16.05
						Total For Fund Number: 1300	$16.05
						Total Amount of Payment:	**$16.05**
12707317	785	REALLY GOOD STUFF	PO - 25661	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	$543.13
						Total For Fund Number: 0100	$543.13
						Total Amount of Payment:	**$543.13**
12707318	4500	REDDICK, KARLA	PV - 26148	1300-0199-0-0000-0000-869900-000-00-0000	Outlawed Warrants	All Other Local Revenues	$6.75
						Total For Fund Number: 1300	$6.75
						Total Amount of Payment:	**$6.75**
12707319	882	SMART & FINAL	PO - 25275	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$46.16
						Total For Fund Number: 0100	$46.16
						Total Amount of Payment:	**$46.16**
12707320	4196	SPORTS FACILITIES GROUP I	PO - 25691	0100-0038-0-1110-1000-430000-525-00-0000	Donations	Materials and Supplies	$441.06
						Total For Fund Number: 0100	$441.06
						Total Amount of Payment:	**$441.06**

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12707321	1126	SWEENEY, HEIKO	PV - 26149	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$36.97
			PV - 26150	0100-0000-0-1110-2700-520003-222-00-0000	Unrestricted Resources	Mileage-Other	$89.08
						Total For Fund Number: 0100	$126.05
						Total Amount of Payment:	**$126.05**
12707322	926	SYSCO FOOD SERVICES OF N	CM - 25099	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	-$11.76
			CM - 25100	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	-$18.46
			CM - 25097	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	-$30.68
			CM - 25096	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	-$36.92
			CM - 25098	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	-$36.92
			PV - 26172	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$2,591.53
			PV - 26176	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$1,460.08
			PV - 26167	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$1,499.23
			PV - 26165	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$1,508.69
			PV - 26174	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$1,566.34
			PV - 26169	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$2,109.52
			PV - 26175	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$2,239.37
			PV - 26158	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$1,212.47
			PV - 26166	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$1,269.28
			PV - 26168	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$1,283.31
			PV - 26178	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$1,383.40
			PV - 26159	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$809.35
			PV - 26164	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$873.44
			PV - 26160	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$1,025.50
			PV - 26163	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$1,060.06
			PV - 26170	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$1,100.33
			PV - 26183	1300-5310-0-0000-3700-470010-000-00-0000	Child Nutrition - School Programs	Other Food Service Supplies	$322.55
			PV - 26171	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$370.18
			PV - 26180	1300-5310-0-0000-3700-470010-000-00-0000	Child Nutrition - School Programs	Other Food Service Supplies	$377.99
			PV - 26173	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$520.83
			PV - 26161	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$646.56
			PV - 26181	1300-5310-0-0000-3700-470010-000-00-0000	Child Nutrition - School Programs	Other Food Service Supplies	$203.43
			PV - 26189	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$211.57
			PV - 26190	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$239.10
			PV - 26195	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$255.45
			PV - 26179	1300-5310-0-0000-3700-470010-000-00-0000	Child Nutrition - School Programs	Other Food Service Supplies	$142.94

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12707322	926	SYSCO FOOD SERVICES OF N	PV - 26184	1300-5310-0-0000-3700-470010-000-00-0000	Child Nutrition - School Programs	Other Food Service Supplies	$158.47
			PV - 26188	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$122.11
			PV - 26182	1300-5310-0-0000-3700-470010-000-00-0000	Child Nutrition - School Programs	Other Food Service Supplies	$135.26
			PV - 26177	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$138.96
			PV - 26186	1300-5310-0-0000-3700-470010-000-00-0000	Child Nutrition - School Programs	Other Food Service Supplies	$80.33
			PV - 26185	1300-5310-0-0000-3700-470010-000-00-0000	Child Nutrition - School Programs	Other Food Service Supplies	$67.44
			PV - 26191	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$73.62
			PV - 26193	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$16.08
			PV - 26192	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$20.92
			PV - 26194	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$25.04
			PV - 26162	1300-5310-0-0000-3700-470002-000-00-0000	Child Nutrition - School Programs	Food - Breakfast Program	$29.88
			PV - 26196	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$37.59
			PV - 26187	1300-5310-0-0000-3700-470010-000-00-0000	Child Nutrition - School Programs	Other Food Service Supplies	$39.70
			PO - 25233	1300-5310-0-0000-3700-470004-000-00-0000	Child Nutrition - School Programs	A LA Carte	$23.91
						Total For Fund Number: 1300	$27,117.07
						Total Amount of Payment:	**$27,117.07**
12707323	2678	TAYLOR, RACHEL	PV - 26151	0100-0038-0-1110-1000-580000-424-00-0000	Donations	Other Services and Operating Expenditures	$455.15
						Total For Fund Number: 0100	$455.15
						Total Amount of Payment:	**$455.15**
12707324	4169	US SOAP WEST LLC	PO - 25717	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$79.37
			PO - 25717	1300-5310-0-0000-3700-430000-000-00-0000	Child Nutrition - School Programs	Materials and Supplies	$107.25
						Total For Fund Number: 1300	$186.62
						Total Amount of Payment:	**$186.62**

School District Payment Order

District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	**39**	**$77,014.98**
Credit Card Payments	**0**	
Grand Total for Payments Dated:	**02/10/2023**	**$77,014.98**

☐ Authorized Officer/Employee

Or

☐ Board Members *

_____

_____

_____

_____

_____

_____

_____

_____

* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval

By _____ Date _____

This order must be returned to KCOE prior to distribution of payments.

rant Number	Vendor Number	Vendor Name	Amount
12707901	2789	LAURIE ANDERSON	$446.57
12707902	4833	JAMES BOCHMAN	$58.95
12707903	2561	BOGIE'S PUMP SYSTEMS	$1,560.19
12707904	4314	CANON FINANCIAL SERVICES INC	$5,132.63
12707905	272	KELLY DAVIS	$117.82
12707906	2864	DIGITECH INTEGRATION INC.	$345.00
12707907	2800	CARRIE DOZIER	$88.42
12707908	4869	PAMELA GARCIA	$206.50
12707909	2525	GOLDEN EAGLE CHARTER INC.	$980.00
12707910	2241	ANNE GONZALES	$375.71
12707911	4868	TRISTAN GONZALEZ	$51.15
12707912	4769	HEGGERTY PHONEMIC AWARENESS	$1,153.44
12707913	4358	HOME DEPOT PRO	$965.90
12707914	511	JENSEN & PILEGARD	$278.79
12707915	3561	KINGS CO MOBILE LOCKSMITH SERV	$16.84
12707916	542	KINGS CO OFFICE OF EDUCATION	$15.50
12707917	562	LA TAPATIA TORTILLA INC	$1,520.00
12707918	3859	LEARNING A-Z LLC	$128.00
12707919	616	ALICIA MARTELLA	$85.55
12707920	1105	MORGAN & SLATES	$89.25
12707921	712	OFFICE DEPOT INC	$4,877.27
12707922	4870	EMILY OVALLE	$14.00
12707923	2201	BEVERLY PARKER	$70.51
12707924	4395	RAPTOR TECHNOLOGIES	$117.98
12707925	4567	SYLVIA RIOS	$92.16
12707926	914	STONEY'S SAND & GRAVEL LLC	$45.80
12707927	915	STRATFORD AUTO SUPPLY	$103.40
12707928	935	TERMINIX INTL	$7,479.00
12707929	4690	TFD SUPPLIES	$58.99
12707930	4324	TREASURE BAY INC.	$2,142.92
12707931	3984	UNION BANK (ADDINGTON)	$1,575.25
12707932	3986	UNION BANK (FULLERTON)	$2,173.50
12707933	3985	UNION BANK (SANTAMARIA)	$1,603.90
12707934	1593	VERIZON WIRELESS	$320.19
12707935	4871	TIMOTHY WARREN	$14.00

Total Amount of All Warrants: $34,305.08

Commercial Payment Register
For Payments Dated: 02/17/2023

ocument No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12707901	2789	ANDERSON, LAURIE	PV - 26222	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	$446.57
						Total For Fund Number: 0100	$446.57
						Total Amount of Payment:	**$446.57**
12707902	4833	BOCHMAN, JAMES	PV - 26251	0100-0000-0-1110-8200-520003-120-00-0000	Unrestricted Resources	Mileage-Other	$58.95
						Total For Fund Number: 0100	$58.95
						Total Amount of Payment:	**$58.95**
12707903	2561	BOGIE'S PUMP SYSTEMS	PO - 25716	0100-8150-0-0000-8100-560009-121-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$1,560.19
						Total For Fund Number: 0100	$1,560.19
						Total Amount of Payment:	**$1,560.19**
12707904	4314	CANON FINANCIAL SERVICE	PO - 25171	0100-0000-0-0000-7200-560000-121-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$5,132.63
						Total For Fund Number: 0100	$5,132.63
						Total Amount of Payment:	**$5,132.63**
12707905	272	DAVIS, KELLY	PV - 26245	0100-0000-0-0000-0000-952500-000-00-0000	Unrestricted Resources	Payroll Liability Holding	$117.82
						Total For Fund Number: 0100	$117.82
						Total Amount of Payment:	**$117.82**
12707906	2864	DIGITECH INTEGRATION INC	PO - 25090	0100-8150-0-0000-8100-560000-120-00-0000	Ongoing & Major Maint. Acct.	Rentals, Leases, Repairs and Noncapitalized Improvements	$345.00
						Total For Fund Number: 0100	$345.00
						Total Amount of Payment:	**$345.00**
12707907	2800	DOZIER, CARRIE	PV - 26246	0100-0000-0-1110-3140-520003-121-00-0000	Unrestricted Resources	Mileage-Other	$88.42
						Total For Fund Number: 0100	$88.42
						Total Amount of Payment:	**$88.42**
12707908	4869	GARCIA, PAMELA	PV - 26248	1300-0000-0-0000-0000-953500-000-00-0000	Unrestricted Resources	Prepaid Meals	$206.50
						Total For Fund Number: 1300	$206.50
						Total Amount of Payment:	**$206.50**
12707909	2525	GOLDEN EAGLE CHARTER H	PV - 26218	0100-1100-0-1156-1000-580007-222-00-0000	State Lottery	Transportation/not School	$980.00
						Total For Fund Number: 0100	$980.00
						Total Amount of Payment:	**$980.00**
12707910	2241	GONZALES, ANNE	PV - 26221	0100-1100-0-1110-1000-430021-323-00-0000	State Lottery	Allowance	$375.71
						Total For Fund Number: 0100	$375.71
						Total Amount of Payment:	**$375.71**
12707911	4868	GONZALEZ, TRISTAN	PV - 26247	1300-0000-0-0000-0000-953500-000-00-0000	Unrestricted Resources	Prepaid Meals	$51.15
						Total For Fund Number: 1300	$51.15
						Total Amount of Payment:	**$51.15**
12707912	4769	HEGGERTY PHONEMIC AWAI	PO - 25727	0100-3214-0-1110-1000-430001-121-35-0202	Elementary & Secondary School Emergency Relief III (ESSER III) Fund: Learning Lo	Instructional Materials/Classroom	$1,153.44
						Total For Fund Number: 0100	$1,153.44

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
					Total Amount of Payment:		**$1,153.44**
12707913	4358	HOME DEPOT PRO	PO - 25095	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$595.86
			PO - 25095	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$146.12
			PO - 25095	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$39.87
			PO - 25095	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$51.99
			PO - 25095	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$92.19
			PV - 26219	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$39.87
					Total For Fund Number: 0100		$965.90
					Total Amount of Payment:		**$965.90**
12707914	511	JENSEN & PILEGARD	PO - 25096	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$143.71
			PO - 25096	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$135.08
					Total For Fund Number: 0100		$278.79
					Total Amount of Payment:		**$278.79**
12707915	3561	KINGS CO MOBILE LOCKSMI	PO - 25740	0100-8150-0-0000-8100-560009-222-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$16.84
					Total For Fund Number: 0100		$16.84
					Total Amount of Payment:		**$16.84**
12707916	542	KINGS CO OFFICE OF EDUCA	PV - 26216	0100-0000-0-0000-7200-580000-121-00-0000	Unrestricted Resources	Other Services and Operating Expenditures	$15.50
					Total For Fund Number: 0100		$15.50
					Total Amount of Payment:		**$15.50**
12707917	562	LA TAPATIA TORTILLA INC	PO - 25730	1300-5310-0-0000-3700-470001-000-00-0000	Child Nutrition - School Programs	Food - Lunch Program	$1,520.00
					Total For Fund Number: 1300		$1,520.00
					Total Amount of Payment:		**$1,520.00**
12707918	3859	LEARNING A-Z LLC	PO - 25678	0100-1100-0-1110-1000-430001-525-00-0000	State Lottery	Instructional Materials/Classroom	$128.00
					Total For Fund Number: 0100		$128.00
					Total Amount of Payment:		**$128.00**
12707919	616	MARTELLA, ALICIA	PV - 26223	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	$23.52
			PV - 26220	0100-1100-0-1110-1000-430000-424-00-0000	State Lottery	Materials and Supplies	$62.03
					Total For Fund Number: 0100		$85.55
					Total Amount of Payment:		**$85.55**
12707920	1105	MORGAN & SLATES	PO - 25156	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$9.31
			PO - 25156	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$79.94
					Total For Fund Number: 0100		$89.25
					Total Amount of Payment:		**$89.25**
12707921	712	OFFICE DEPOT INC	PO - 25689	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$90.08
			PO - 25676	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$66.60
			PO - 25682	0100-1100-0-1110-1000-430001-323-00-0000	State Lottery	Instructional Materials/Classroom	$67.16

ocument No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
			PO - 25658	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$97.38
			PO - 25683	0100-1100-0-1110-1000-430021-323-00-0000	State Lottery	Allowance	$116.67
			PO - 25686	0100-1100-0-1110-1000-430001-424-00-0000	State Lottery	Instructional Materials/Classroom	$997.32
			PO - 25642	0100-1100-0-1110-1000-430001-525-00-0000	State Lottery	Instructional Materials/Classroom	$865.05
			PO - 25689	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$391.19
			PO - 25646	0100-1100-0-1110-1000-430000-222-00-0000	State Lottery	Materials and Supplies	$144.48
			PO - 25684	0100-1100-0-1110-1000-430021-323-00-0000	State Lottery	Allowance	$144.74
			PO - 25686	0100-1100-0-1110-1000-430001-424-00-0000	State Lottery	Instructional Materials/Classroom	$166.97
			PO - 25665	0100-1100-0-1110-1000-430021-525-00-0000	State Lottery	Allowance	$453.77
			PO - 25676	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$37.41
			PO - 25627	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	$965.04
			PO - 25664	0100-0000-0-0000-2110-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$273.41
						Total For Fund Number: 0100	$4,877.27
						Total Amount of Payment:	**$4,877.27**
12707922	4870	OVALLE, EMILY	PV - 26224	0100-0000-0-0000-7490-580060-121-00-0000	Unrestricted Resources	Prof. Serv. & Oper. Exp. -Fingerprinting	$14.00
						Total For Fund Number: 0100	$14.00
						Total Amount of Payment:	**$14.00**
12707923	2201	PARKER, BEVERLY	PV - 26217	0100-1100-0-1110-1000-430021-424-00-0000	State Lottery	Allowance	$70.51
						Total For Fund Number: 0100	$70.51
						Total Amount of Payment:	**$70.51**
12707924	4395	RAPTOR TECHNOLOGIES	PO - 25707	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	$117.98
						Total For Fund Number: 0100	$117.98
						Total Amount of Payment:	**$117.98**
12707925	4567	RIOS, SYLVIA	PV - 26250	1300-5310-0-0000-3700-520000-000-00-0000	Child Nutrition - School Programs	Travel and Conferences	$32.68
			PV - 26249	1300-5310-0-0000-3700-520003-000-00-0000	Child Nutrition - School Programs	Mileage-Other	$59.48
						Total For Fund Number: 1300	$92.16
						Total Amount of Payment:	**$92.16**
12707926	914	STONEY'S SAND & GRAVEL I	PO - 25380	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$45.80
						Total For Fund Number: 0100	$45.80
						Total Amount of Payment:	**$45.80**
12707927	915	STRATFORD AUTO SUPPLY	PO - 25571	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$36.20
			PO - 25571	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$67.20
						Total For Fund Number: 0100	$103.40
						Total Amount of Payment:	**$103.40**
12707928	935	TERMINIX INTL	PO - 25182	0100-0000-0-1110-8200-550070-525-00-0000	Unrestricted Resources	Pest Control	$6,634.00

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12707928	935	TERMINIX INTL	PO - 25182	0100-0000-0-1110-8200-550070-525-00-0000	Unrestricted Resources	Pest Control	$845.00
						Total For Fund Number: 0100	$7,479.00
						Total Amount of Payment:	**$7,479.00**
12707929	4690	TFD SUPPLIES	PO - 25681	0100-1100-0-1110-1000-430001-525-00-0000	State Lottery	Instructional Materials/Classroom	$58.99
						Total For Fund Number: 0100	$58.99
						Total Amount of Payment:	**$58.99**
12707930	4324	TREASURE BAY INC.	PO - 25724	0100-3010-0-1110-2495-430000-525-55-0201	IASA-Title I Basic Grants Low Income	Materials and Supplies	$2,142.92
						Total For Fund Number: 0100	$2,142.92
						Total Amount of Payment:	**$2,142.92**
12707931	3984	UNION BANK (ADDINGTON)	PV - 26225	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	$20.00
			PV - 26228	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	$755.90
			PV - 26226	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	$173.47
			PV - 26227	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	$182.89
			PV - 26229	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	$70.00
			PV - 26230	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	$27.00
			PV - 26234	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	$35.96
			PV - 26231	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	$40.00
			PV - 26233	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	$55.15
			PV - 26232	0100-0000-0-0000-7100-520000-121-00-0000	Unrestricted Resources	Travel and Conferences	$95.00
			PV - 26235	0100-0000-0-1110-2700-430006-222-00-0000	Unrestricted Resources	Other Supplies	$119.88
						Total For Fund Number: 0100	$1,575.25
						Total Amount of Payment:	**$1,575.25**
12707932	3986	UNION BANK (FULLERTON)	PV - 26237	0100-0038-0-1110-1000-430000-525-00-0000	Donations	Materials and Supplies	$205.88
			PO - 25641	0100-0038-0-1110-1000-430000-525-00-0000	Donations	Materials and Supplies	$115.80
			PO - 25729	0100-0315-0-0000-7410-430000-121-00-0000	Tier III, Professional Development Block Grant	Materials and Supplies	$67.94
			PO - 25643	0100-1100-0-1110-1000-430001-525-00-0000	State Lottery	Instructional Materials/Classroom	$33.80
			PO - 25643	0100-1100-0-1110-1000-430001-525-00-0000	State Lottery	Instructional Materials/Classroom	$641.29
			PO - 25643	0100-1100-0-1110-1000-430001-525-00-0000	State Lottery	Instructional Materials/Classroom	$544.75
			CM - 25102	0100-0000-0-1110-1000-430000-531-00-0000	Unrestricted Resources	Materials and Supplies	-$72.00
			PO - 25639	0100-0000-0-1110-1000-430000-531-00-0000	Unrestricted Resources	Materials and Supplies	$31.84
			PO - 25645	0100-0000-0-1110-8200-430012-120-00-0000	Unrestricted Resources	Custodian Supplies	$17.15
			PO - 25639	0100-0000-0-1110-1000-430000-531-00-0000	Unrestricted Resources	Materials and Supplies	$72.00
			PO - 25639	0100-0000-0-1110-1000-430000-531-00-0000	Unrestricted Resources	Materials and Supplies	$335.51
			PV - 26238	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$39.00

ocument No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12707932	3986	UNION BANK (FULLERTON)	PO - 25674	0100-6537-0-5760-1110-430001-000-00-0000	Special Ed: Learning Recovery Support	Instructional Materials/Classroom	$5.99
			PV - 26236	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$134.55
						Total For Fund Number: 0100	$2,173.50
						Total Amount of Payment:	**$2,173.50**
12707933	3985	UNION BANK (SANTAMARIA	PV - 26240	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$203.45
			PV - 26241	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$67.57
			PV - 26242	0100-0000-0-0000-7490-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$37.64
			PO - 25672	0100-1100-0-1110-1000-430021-525-00-0000	State Lottery	Allowance	$19.50
			PO - 25666	0100-1100-0-1110-1000-430000-525-00-0000	State Lottery	Materials and Supplies	$535.99
			PO - 25680	0100-1100-0-1110-1000-430001-525-00-0000	State Lottery	Instructional Materials/Classroom	$229.00
			PO - 25672	0100-1100-0-1110-1000-430021-525-00-0000	State Lottery	Allowance	$305.15
			PV - 26239	0100-0000-0-0000-7100-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$15.77
			PO - 25703	0100-6537-0-5760-1110-430000-000-00-0000	Special Ed: Learning Recovery Support	Materials and Supplies	$189.83
						Total For Fund Number: 0100	$1,603.90
						Total Amount of Payment:	**$1,603.90**
12707934	1593	VERIZON WIRELESS	PO - 25187	0100-0000-0-0000-7200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	$247.65
			PV - 26243	0100-8150-0-0000-8100-590010-424-00-0000	Ongoing & Major Maint. Acct.	Communications - Telephone	$0.10
			PO - 25187	0100-8150-0-0000-8100-590010-120-00-0000	Ongoing & Major Maint. Acct.	Communications - Telephone	$72.44
						Total For Fund Number: 0100	$320.19
						Total Amount of Payment:	**$320.19**
12707935	4871	WARREN, TIMOTHY	PV - 26244	0100-1100-0-1110-2700-580060-222-00-0000	State Lottery	Prof. Serv. & Oper. Exp. -Fingerprinting	$14.00
						Total For Fund Number: 0100	$14.00
						Total Amount of Payment:	**$14.00**

School District Payment Order

District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	**35**	**$34,305.08**
Credit Card Payments	**0**	
Grand Total for Payments Dated:	**02/17/2023**	**$34,305.08**

☐ Authorized Officer/Employee

Or

☐ Board Members *

* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval

By _____ Date _____

This order must be returned to KCOE prior to distribution of payments.

Warrant Register For Warrants
Dated 02/24/2023

rant Number	Vendor Number	Vendor Name	Amount
12708425	51	APPLE COMPUTER INC	$48,238.37
12708426	2796	AT&T	$975.38
12708427	65	ATKINSON ANDELSON LOYA & RUDD	$455.78
12708428	4874	ANNA BRYS	$14.00
12708429	3162	CALCHAMBER	$371.71
12708430	1751	CDW-G	$1,418.92
12708431	4515	CWDL CPAS	$9,337.50
12708432	3244	FASTENAL COMPANY	$70.14
12708433	1871	FRESNO ROOFING CO. INC.	$1,356.27
12708434	4121	FUN WORKS	$775.00
12708435	2241	ANNE GONZALES	$250.24
12708436	4358	HOME DEPOT PRO	$397.17
12708437	4718	MICHELLE KING	$100.00
12708438	598	LOZANO SMITH	$8,571.00
12708439	3570	NUTRIEN AG SOLUTIONS	$27.35
12708440	4236	PERFORMANCE AIR	$4,020.00
12708441	758	PRESIDENT'S EDUCATION AWARDS	$171.16
12708442	3259	PURCHASE POWER	$5,017.00
12708443	785	REALLY GOOD STUFF	$29,489.76
12708444	4471	KARLA RODRIGUEZ	$807.27
12708445	1754	SAN JOAQUIN COUNTY OFFICE ED.	$264.00
12708446	3682	SMITHGEAR	$245.60
12708447	886	SO. CALIF.GAS CO	$33,027.72
12708448	958	TULARE COUNTY OFFICE OF ED	$6,075.00
12708449	4117	CARA TUMAN	$56.74
12708450	982	VALLEY PUMP & DAIRY SYSTEMS INC.	$2,277.13

Total Amount of All Warrants: $153,810.21

Commercial Payment Register
For Payments Dated: 02/24/2023

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12708425	51	APPLE COMPUTER INC	PO - 25704	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$48,238.37
						Total For Fund Number: 0100	$48,238.37
						Total Amount of Payment:	**$48,238.37**
12708426	2796	AT&T	PO - 25174	0100-0000-0-0000-7200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	$35.22
			PO - 25174	0100-0000-0-1110-8200-590010-222-00-0000	Unrestricted Resources	Communications - Telephone	$53.55
			PO - 25174	0100-0000-0-1110-8200-590010-525-00-0000	Unrestricted Resources	Communications - Telephone	$76.04
			PO - 25174	0100-0000-0-1110-8200-590010-424-00-0000	Unrestricted Resources	Communications - Telephone	$141.20
			PO - 25174	0100-0000-0-0000-8200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	$238.97
			PO - 25174	0100-0000-0-0000-8200-590010-121-00-0000	Unrestricted Resources	Communications - Telephone	$430.40
						Total For Fund Number: 0100	$975.38
						Total Amount of Payment:	**$975.38**
12708427	65	ATKINSON ANDELSON LOYA	PV - 26255	0100-0000-0-0000-7100-580010-121-00-0000	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	$455.78
						Total For Fund Number: 0100	$455.78
						Total Amount of Payment:	**$455.78**
12708428	4874	BRYS, ANNA	PV - 26256	0100-0000-0-0000-7490-580060-121-00-0000	Unrestricted Resources	Prof. Serv. & Oper. Exp. -Fingerprinting	$14.00
						Total For Fund Number: 0100	$14.00
						Total Amount of Payment:	**$14.00**
12708429	3162	CALCHAMBER	PO - 25121	0100-0000-0-0000-7490-430000-121-00-0000	Unrestricted Resources	Materials and Supplies	$371.71
						Total For Fund Number: 0100	$371.71
						Total Amount of Payment:	**$371.71**
12708430	1751	CDW-G	PO - 25709	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$386.10
			PO - 25709	0100-0050-0-0000-7700-430000-121-00-0000	Classroom Standards	Materials and Supplies	$1,032.82
						Total For Fund Number: 0100	$1,418.92
						Total Amount of Payment:	**$1,418.92**
12708431	4515	CWDL CPAS	PV - 26257	0100-0000-0-0000-7190-580070-121-00-0000	Unrestricted Resources	Prof Serv. & Oper. Exp. - Audit Exp	$9,337.50
						Total For Fund Number: 0100	$9,337.50
						Total Amount of Payment:	**$9,337.50**
12708432	3244	FASTENAL COMPANY	PO - 25091	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$70.14
						Total For Fund Number: 0100	$70.14
						Total Amount of Payment:	**$70.14**
12708433	1871	FRESNO ROOFING CO, INC.	PO - 25745	0100-8150-0-0000-8100-560009-222-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$460.84
			PO - 25745	0100-8150-0-0000-8100-560009-525-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$466.25
			PO - 25745	0100-8150-0-0000-8100-560009-323-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$429.18
						Total For Fund Number: 0100	$1,356.27
						Total Amount of Payment:	**$1,356.27**

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
12708434	4121	FUN WORKS	PO - 25718	0100-1100-0-1110-1000-580000-525-00-0000	State Lottery	Other Services and Operating Expenditures	$775.00
						Total For Fund Number: 0100	$775.00
						Total Amount of Payment:	**$775.00**
12708435	2241	GONZALES, ANNE	PV - 26258	0100-1100-0-1110-2700-430000-323-00-0000	State Lottery	Materials and Supplies	$250.24
						Total For Fund Number: 0100	$250.24
						Total Amount of Payment:	**$250.24**
12708436	4358	HOME DEPOT PRO	PO - 25095	0100-8150-0-0000-8100-430014-222-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$7.48
			PO - 25095	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$65.83
			PO - 25095	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$69.66
			PO - 25095	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$21.41
			PO - 25095	0100-8150-0-0000-8100-430014-323-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$46.10
			PO - 25095	0100-8150-0-0000-8100-430014-525-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$186.69
						Total For Fund Number: 0100	$397.17
						Total Amount of Payment:	**$397.17**
12708437	4718	KING, MICHELLE	PV - 26252	0100-0038-0-1110-1000-580000-424-00-0000	Donations	Other Services and Operating Expenditures	$100.00
						Total For Fund Number: 0100	$100.00
						Total Amount of Payment:	**$100.00**
12708438	598	LOZANO SMITH	PO - 25116	0100-0000-0-0000-7100-580010-121-00-0000	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	$130.00
			PO - 25116	0100-0000-0-0000-7100-580010-121-00-0000	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	$219.50
			PO - 25116	0100-0000-0-0000-7100-580010-121-00-0000	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	$414.50
			PO - 25116	0100-0000-0-0000-7100-580010-121-00-0000	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	$5,347.50
			PO - 25116	0100-0000-0-0000-7100-580010-121-00-0000	Unrestricted Resources	Prof. Serv & Oper. Exp.- Legal	$2,459.50
						Total For Fund Number: 0100	$8,571.00
						Total Amount of Payment:	**$8,571.00**
12708439	3570	NUTRIEN AG SOLUTIONS	PO - 25767	0100-8150-0-0000-8100-430014-120-00-0000	Ongoing & Major Maint. Acct.	Maintenance Supplies	$27.35
						Total For Fund Number: 0100	$27.35
						Total Amount of Payment:	**$27.35**
12708440	4236	PERFORMANCE AIR	PO - 25751	0100-8150-0-0000-8100-560009-121-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$220.00
			PO - 25751	0100-8150-0-0000-8100-560009-424-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$3,800.00
						Total For Fund Number: 0100	$4,020.00
						Total Amount of Payment:	**$4,020.00**
12708441	758	PRESIDENT'S EDUCATION AV	PO - 25761	0100-1100-0-1110-1000-430001-222-00-0000	State Lottery	Instructional Materials/Classroom	$171.16
						Total For Fund Number: 0100	$171.16
						Total Amount of Payment:	**$171.16**
12708442	3259	PURCHASE POWER	PO - 25179	0100-0000-0-0000-7200-560000-121-00-0000	Unrestricted Resources	Rentals, Leases, Repairs and Noncapitalized Improvements	$5,017.00

Document No	Vendor No	Vendor Name	Reference No	FD - RE - PY- GO - FN - OB - SI - L1 - L2	Resource	Object	Amount
					Total For Fund Number: 0100		$5,017.00
					Total Amount of Payment:		**$5,017.00**
12708443	785	REALLY GOOD STUFF	CM - 25103	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	-$10,769.29
			PO - 25572	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	$26,977.71
			PO - 25572	0100-7210-0-1110-1000-430001-323-00-0000	American Indian Education	Instructional Materials/Classroom	$13,281.34
					Total For Fund Number: 0100		$29,489.76
					Total Amount of Payment:		**$29,489.76**
12708444	4471	RODRIGUEZ, KARLA	PV - 26253	0100-6500-0-5760-1110-520000-000-00-0000	Special Education	Travel and Conferences	$807.27
					Total For Fund Number: 0100		$807.27
					Total Amount of Payment:		**$807.27**
12708445	1754	SAN JOAQUIN COUNTY OFFI	PO - 25742	0100-6500-0-5760-1110-580000-000-00-0000	Special Education	Other Services and Operating Expenditures	$264.00
					Total For Fund Number: 0100		$264.00
					Total Amount of Payment:		**$264.00**
12708446	3682	SMITHGEAR	PO - 25725	0100-1100-0-1110-1000-430001-525-00-0000	State Lottery	Instructional Materials/Classroom	$245.60
					Total For Fund Number: 0100		$245.60
					Total Amount of Payment:		**$245.60**
12708447	886	SO. CALIF.GAS CO	PO - 25180	0100-0000-0-1110-8200-550010-323-00-0000	Unrestricted Resources	Gas	$289.21
			PO - 25180	0100-0000-0-1110-8200-550010-323-00-0000	Unrestricted Resources	Gas	$416.21
			PO - 25180	0100-0000-0-1110-8200-550010-525-00-0000	Unrestricted Resources	Gas	$1,398.74
			PO - 25180	0100-0000-0-1110-8200-550010-525-00-0000	Unrestricted Resources	Gas	$5,916.40
			PO - 25180	0100-0000-0-1110-8200-550010-424-00-0000	Unrestricted Resources	Gas	$7,645.01
			PO - 25180	0100-0000-0-1110-8200-550010-222-00-0000	Unrestricted Resources	Gas	$13,981.25
			PO - 25180	0100-0000-0-1110-8200-550010-323-00-0000	Unrestricted Resources	Gas	$3,380.90
					Total For Fund Number: 0100		$33,027.72
					Total Amount of Payment:		**$33,027.72**
12708448	958	TULARE COUNTY OFFICE OF	PO - 25757	0100-6266-0-0000-7410-580022-121-36-0207	Educator Effectiveness, FY 2021-22	Professional Development	$6,075.00
					Total For Fund Number: 0100		$6,075.00
					Total Amount of Payment:		**$6,075.00**
12708449	4117	TUMAN, CARA	PV - 26254	0100-1100-0-1110-1000-430001-525-00-0000	State Lottery	Instructional Materials/Classroom	$56.74
					Total For Fund Number: 0100		$56.74
					Total Amount of Payment:		**$56.74**
12708450	982	VALLEY PUMP & DAIRY SYS	PO - 25754	0100-8150-0-0000-8100-560009-121-00-0000	Ongoing & Major Maint. Acct.	Outsider Services	$2,277.13
					Total For Fund Number: 0100		$2,277.13
					Total Amount of Payment:		**$2,277.13**

School District Payment Order

District Name: **Central Union Elementary School District**

As per the Authorized Signature Permit, the following payments are authorized as listed on the payment register.

Warrants	**26**	**$153,810.21**
Credit Card Payments	**0**	
Grand Total for Payments Dated:	**02/24/2023**	**$153,810.21**

☐ Authorized Officer/Employee

Or

☐ Board Members *

* If this option is chosen, must have a majority of board members authorization (EC 42632)

Date _____

KCOE Examination and Approval

By _____ Date _____

This order must be returned to KCOE prior to distribution of payments.

11 Central Union Elementary School District
Fiscal Year: 2023
Requested by tsantamaria

Fiscal Position Report

February 2023
Unrestricted

3/1/2023 10:12:02AM

Fund: 0100 General Fund

		February Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		$17,645,250.01	$17,645,250.01		
REVENUES						
1) LCFF Sources	8010-8099	$0.00	$10,656,193.57	$19,447,672.00	54.79	45.21
2) Federal Revenues	8100-8299	$0.00	$5,062,745.07	$8,481,495.07	59.69	40.31
3) Other State Revenues	8300-8599	$0.00	$369,245.40	$1,253,188.00	29.46	70.54
4) Other Local Revenues	8600-8799	$2,199.44	$185,377.14	$149,394.78	124.09	(24.09)
5) Total, Revenues		**$2,199.44**	**$16,273,561.18**	**$29,331,749.85**	**55.48**	**44.52**
EXPENDITURES						
1) Certificated Salaries	1000-1999	$1,093,217.19	$7,773,765.77	$13,231,895.01	58.75	41.25
2) Classified Salaries	2000-2999	$342,295.00	$2,551,111.79	$3,936,620.42	64.80	35.20
3) Employee Benefits	3000-3999	$595,084.95	$4,425,948.52	$7,178,139.16	61.66	38.34
4) Books and Supplies	4000-4999	$74,747.82	$411,900.63	$915,155.95	45.01	54.99
5) Services, Oth Oper Exp	5000-5999	$150,298.57	$1,307,847.57	$2,330,607.41	56.12	43.88
6) Capital Outlay	6000-6999	$0.00	$0.00	$954,671.00	0.00	100.00
7) Other Outgo(excl. 7300`s)	7100-7499	$0.00	$30,011.00	$78,485.00	38.24	61.76
9) Total Expenditures		**$2,255,643.53**	**$16,500,585.28**	**$28,625,573.95**	**57.64**	**42.36**
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	$0.00	$176,856.16	$303,182.00	58.33	41.67
B) Transfers Out	7610-7629	$0.00	$158,952.87	$495,076.01	32.11	67.89
3) Contributions	8980-8999	$0.00	$0.00	($2,178,482.68)	0.00	100.00
4) Total, Other Financing Sources/Uses		**$0.00**	**$17,903.29**	**($2,370,376.69)**	**(24.33)**	**124.33**
NET INCREASE (DECREASE) IN FUND BALANCE		**($2,253,444.09)**	**($209,120.81)**	**($1,664,200.79)**		
ENDING FUND BALANCE			**$17,436,129.20**	**$15,981,049.22**		

11 Central Union Elementary School District
Fiscal Year: 2023
Requested by tsantamaria

Fiscal Position Report

February 2023
Restricted

3/1/2023 10:12:51AM

Fund: 0100 General Fund

		February Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		$2,317,562.97	$2,317,562.97		
REVENUES						
2) Federal Revenues	8100-8299	$384,623.34	$1,130,397.79	$3,561,748.56	31.74	68.26
3) Other State Revenues	8300-8599	($1,396,923.00)	$2,909,805.78	$5,077,668.34	57.31	42.69
4) Other Local Revenues	8600-8799	$0.00	$424,811.77	$765,063.00	55.53	44.47
5) Total, Revenues		**($1,012,299.66)**	**$4,465,015.34**	**$9,404,479.90**	**47.48**	**52.52**
EXPENDITURES						
1) Certificated Salaries	1000-1999	$119,664.43	$1,016,789.44	$1,364,280.00	74.53	25.47
2) Classified Salaries	2000-2999	$53,521.13	$497,883.11	$617,916.11	80.57	19.43
3) Employee Benefits	3000-3999	($1,333,789.30)	$493,219.91	$2,198,598.11	22.43	77.57
4) Books and Supplies	4000-4999	$41,511.59	$366,042.67	$823,512.57	44.45	55.55
5) Services, Oth Oper Exp	5000-5999	$99,272.44	$443,785.40	$1,398,832.90	31.73	68.27
6) Capital Outlay	6000-6999	($2,465.69)	$167,768.52	$296,553.61	56.57	43.43
7) Other Outgo(excl. 7300's)	7100-7499	$0.00	$0.00	$232,792.00	0.00	100.00
8) Direct/Indirect Support	7300-7399	$0.00	$0.00	$0.00	0.00	100.00
9) Total Expenditures		**($1,022,285.40)**	**$2,985,489.05**	$6,932,485.30	**43.07**	**56.93**
OTHER FINANCING SOURCES/USES						
1) Transfers						
B) Transfers Out	7610-7629	$0.00	$0.00	$0.00	0.00	100.00
3) Contributions	8980-8999	$0.00	$0.00	$2,178,482.68	0.00	100.00
4) Total, Other Financing Sources/Uses		**$0.00**	**$0.00**	**$2,178,482.68**	**0.00**	**100.00**
NET INCREASE (DECREASE) IN FUND BALANCE		**$9,985.74**	**$1,479,526.29**	**$4,650,477.28**		
ENDING FUND BALANCE			**$3,797,089.26**	**$6,968,040.25**		

Fiscal Position Report

February 2023

Fund: 0100 General Fund

		February Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		$19,962,812.98	$19,962,812.98		
REVENUES						
1) LCFF Sources	8010-8099	$0.00	$10,656,193.57	$19,447,672.00	54.79	45.21
2) Federal Revenues	8100-8299	$384,623.34	$6,193,142.86	$12,043,243.63	51.42	48.58
3) Other State Revenues	8300-8599	($1,396,923.00)	$3,279,051.18	$6,330,856.34	51.79	48.21
4) Other Local Revenues	8600-8799	$2,199.44	$610,188.91	$914,457.78	66.73	33.27
5) Total, Revenues		**($1,010,100.22)**	**$20,738,576.52**	**$38,736,229.75**	**53.54**	**46.46**
EXPENDITURES						
1) Certificated Salaries	1000-1999	$1,212,881.62	$8,790,555.21	$14,596,175.01	60.23	39.77
2) Classified Salaries	2000-2999	$395,816.13	$3,048,994.90	$4,554,536.53	66.94	33.06
3) Employee Benefits	3000-3999	($738,704.35)	$4,919,168.43	$9,376,737.27	52.46	47.54
4) Books and Supplies	4000-4999	$116,259.41	$777,943.30	$1,738,668.52	44.74	55.26
5) Services, Oth Oper Exp	5000-5999	$249,571.01	$1,751,632.97	$3,729,440.31	46.97	53.03
6) Capital Outlay	6000-6999	($2,465.69)	$167,768.52	$1,251,224.61	13.41	86.59
7) Other Outgo(excl. 7300`s)	7100-7499	$0.00	$30,011.00	$311,277.00	9.64	90.36
8) Direct/Indirect Support	7300-7399	$0.00	$0.00	$0.00	0.00	100.00
9) Total Expenditures		**$1,233,358.13**	**$19,486,074.33**	**$35,558,059.25**	**54.80**	**45.20**
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	$0.00	$176,856.16	$303,182.00	58.33	41.67
B) Transfers Out	7610-7629	$0.00	$158,952.87	$495,076.01	32.11	67.89
3) Contributions	8980-8999	$0.00	$0.00	$0.00	0.00	100.00
4) Total, Other Financing Sources/Uses		**$0.00**	**$17,903.29**	**($191,894.01)**	**42.07**	**57.93**
NET INCREASE (DECREASE) IN FUND BALANCE		**($2,243,458.35)**	**$1,270,405.48**	**$2,986,276.49**		
ENDING FUND BALANCE			**$21,233,218.46**	**$22,949,089.47**		

Fiscal Position Report

February 2023

Fund: 1300 Cafeteria Fund

		February Amount	YTD Amount	Working Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		$263,547.44	$263,547.44		
REVENUES						
2) Federal Revenues	8100-8299	$129,835.21	$403,450.47	$765,000.00	52.74	47.26
3) Other State Revenues	8300-8599	$152,189.47	$386,915.59	$100,000.00	386.92	(286.92)
4) Other Local Revenues	8600-8799	$2,255.51	$4,818.65	$20,630.36	23.36	76.64
5) Total, Revenues		**$284,280.19**	**$795,184.71**	**$885,630.36**	**89.79**	**10.21**
EXPENDITURES						
2) Classified Salaries	2000-2999	$41,717.20	$289,693.11	$476,401.86	60.81	39.19
3) Employee Benefits	3000-3999	$20,349.37	$146,101.28	$228,134.20	64.04	35.96
4) Books and Supplies	4000-4999	$67,121.21	$375,814.77	$479,352.43	78.40	21.60
5) Services, Oth Oper Exp	5000-5999	$7,357.76	$22,047.17	$23,900.00	92.25	7.75
6) Capital Outlay	6000-6999	$0.00	$0.00	$0.00	0.00	100.00
9) Total Expenditures		**$136,545.54**	**$833,656.33**	**$1,207,788.49**	**69.02**	**30.98**
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	$0.00	$0.00	$222,585.29	0.00	100.00
3) Contributions	8980-8999	$0.00	$0.00	$0.00	0.00	100.00
4) Total, Other Financing Sources/Uses		**$0.00**	**$0.00**	**$222,585.29**	**0.00**	**100.00**
NET INCREASE (DECREASE) IN FUND BALANCE		**$147,734.65**	**($38,471.62)**	**($99,572.84)**		
ENDING FUND BALANCE			**$225,075.82**	**$163,974.60**		

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: March 06, 2023 Signed: _____
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

X 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: Teresa Santamaria Telephone: (559) 925-2620

Title: Chief Business Official E-mail: tsantama@central.k12.ca.us

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	

Second Interim
Projected Totals 2022-23
Technical Review Checks
Phase - All
Display - All Technical Checks

Central Union Elementary

Kings County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (**Fatal**) - All FUND codes must be valid. **Passed**

CHECKRESOURCE - (**Warning**) - All RESOURCE codes must be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (**Fatal**) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

CHECKGOAL - (**Fatal**) - All GOAL codes must be valid. **Passed**

CHECKFUNCTION - (**Fatal**) - All FUNCTION codes must be valid. **Passed**

CHECKOBJECT - (**Fatal**) - All OBJECT codes must be valid. **Passed**

CHK-FUNDxOBJECT - (**Fatal**) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (**Fatal**) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNDxRESOURCE - (**Warning**) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-FUNDxGOAL - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-A - (**Warning**) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (**Fatal**) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-RESOURCExOBJECTA - (**Warning**) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (**Informational**) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RES6500XOBJ8091 - **(Fatal)** - **There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years).** **Passed**

CHK-FUNCTIONxOBJECT - **(Fatal)** - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-GOALxFUNCTION-A - **(Fatal)** - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - **(Fatal)** - General administration costs(functions 7200 - 7999, except 7210) must be direct - charged to an Undistributed, Nonagency, or County Services to Districts goal(Goal 0000, 7100 - 7199, or 8600 - 8699). **Passed**

SPECIAL-ED-GOAL - **(Fatal)** - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - **(Warning)** - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-INDIRECT - **(Warning)** - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - **(Warning)** - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTERFD-IN-OUT - **(Warning)** - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

LCFF-TRANSFER - **(Warning)** - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

INTRAFD-DIR-COST - **(Fatal)** - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - **(Fatal)** - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - **(Fatal)** - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

CONTRIB-UNREST-REV - **(Fatal)** - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

CONTRIB-RESTR-REV - **(Fatal)** - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

EPA-CONTRIB - **(Fatal)** - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

LOTTERY-CONTRIB - **(Fatal)** - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

SE-PASS-THRU-REVENUE - (**Warning**) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

EXCESS-ASSIGN-REU - (**Fatal**) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

UNASSIGNED-NEGATIVE - (**Fatal**) - Unassigned/Unapprorpriated Balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (**Fatal**) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

RS-NET-POSITION-ZERO - (**Fatal**) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

EFB-POSITIVE - (**Warning**) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

OBJ-POSITIVE - (**Warning**) - All applicable objects should have a positive balance by resource, by fund. **Passed**

REV-POSITIVE - (**Warning**) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

EXP-POSITIVE - (**Warning**) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

CEFB-POSITIVE - (**Fatal**) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

SUPPLEMENTAL CHECKS

CS-EXPLANATIONS - (**Fatal**) - Explanations must be provided in the Criteria and Standards Review (Form 01CSI) for all criteria and for supplemental information items S1 through S6 where the standard has not been met or where the status is Not Met or Yes. **Passed**

CS-YES-NO - (**Fatal**) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CSI) must be answered Yes or No, where applicable, for the form to be complete. **Passed**

EXPORT VALIDATION CHECKS

FORM01-PROVIDE - (**Fatal**) - Form 01 (Form 01I) must be opened and saved. **Passed**

INTERIM-CERT-PROVIDE - (**Fatal**) - Interim Certification (Form CI) must be provided. **Passed**

ADA-PROVIDE - (**Fatal**) - Average Daily Attendance data (Form AI) must be provided. **Passed**

CS-PROVIDE - (**Fatal**) - The Criteria and Standards Review (Form 01CSI) has been provided. **Passed**

CASHFLOW-PROVIDE - (Warning) - A Cashflow Worksheet (Form CASH) must be provided with your Interim reports. (Note: LEAs may use a cashflow worksheet other than Form CASH, as long as it provides a monthly cashflow projected through the end of the fiscal year.) **Passed**

MYP-PROVIDE - (**Warning**) - A Multiyear Projection Worksheet must be provided with your Interim. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.) **Passed**

MYPIO-PROVIDE - (**Warning**) - A multiyear projection worksheet must be provided with your interim report for any fund projecting a negative balance at the end of the current fiscal year. (Note: LEAs may use a multiyear projection worksheet other than Form MYPIO, with approval of their reviewing agency.) **Passed**

CHK-UNBALANCED-A - (**Warning**) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

CHK-UNBALANCED-B - (**Fatal**) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

CHK-DEPENDENCY - (**Fatal**) - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

VERSION-CHECK - (**Warning**) - All versions are current. **Passed**

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For: 2022-23 Original Budget	2022-23 Board Approved Operating Budget	2022-23 Actuals to Date	2022-23 Projected Totals
01I	General Fund/County School Service Fund	GS	GS	GS	GS
08I	Student Activity Special Revenue Fund				
09I	Charter Schools Special Revenue Fund				
10I	Special Education Pass-Through Fund				
11I	Adult Education Fund				
12I	Child Development Fund				
13I	Cafeteria Special Revenue Fund	G	G	G	G
14I	Deferred Maintenance Fund	G	G	G	G
15I	Pupil Transportation Equipment Fund				
17I	Special Reserve Fund for Other Than Capital Outlay Projects				
18I	School Bus Emissions Reduction Fund				
19I	Foundation Special Revenue Fund				
20I	Special Reserve Fund for Postemployment Benefits	G	G	G	G
21I	Building Fund				
25I	Capital Facilities Fund	G	G	G	G
30I	State School Building Lease-Purchase Fund				
35I	County School Facilities Fund	G	G	G	G

40I	Special Reserve Fund for Capital Outlay Projects	G	G	G	G
49I	Capital Project Fund for Blended Component Units				
51I	Bond Interest and Redemption Fund				
52I	Debt Service Fund for Blended Component Units				
53I	Tax Override Fund				
56I	Debt Service Fund				
57I	Foundation Permanent Fund				
61I	Cafeteria Enterprise Fund				
62I	Charter Schools Enterprise Fund				
63I	Other Enterprise Fund				
66I	Warehouse Revolving Fund				
67I	Self-Insurance Fund				
71I	Retiree Benefit Fund				
73I	Foundation Private-Purpose Trust Fund				
76I	Warrant/Pass-Through Fund				
95I	Student Body Fund				
AI	Average Daily Attendance	S	S		S
CASH	Cashflow Worksheet				S
CHG	Change Order Form				
CI	Interim Certification				S
ESMOE	Every Student Succeeds Act Maintenance of Effort				GS
ICR	Indirect Cost Rate Worksheet				S
MYPI	Multiyear Projections - General Fund	S	S	S	GS

SIAI	Summary of Interfund Activities - Projected Year Totals				G
01CSI	Criteria and Standards Review	S	S	S	S

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)
A. REVENUES								
1) LCFF Sources		8010-8099	18,550,555.00	19,362,076.42	10,656,193.57	19,447,672.00	85,595.58	0.4%
2) Federal Revenue		8100-8299	8,431,694.76	8,481,495.07	5,062,745.07	8,481,495.07	0.00	0.0%
3) Other State Revenue		8300-8599	336,140.00	1,197,371.00	369,245.40	1,253,188.00	55,817.00	4.7%
4) Other Local Revenue		8600-8799	207,541.39	123,017.02	183,177.70	149,394.78	26,377.76	21.4%
5) TOTAL, REVENUES			27,525,931.15	29,163,959.51	16,271,361.74	29,331,749.85		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	11,823,371.50	12,889,209.01	6,680,548.58	13,231,895.01	(342,686.00)	-2.7%
2) Classified Salaries		2000-2999	3,588,441.09	3,934,600.38	2,208,816.79	3,936,620.42	(2,020.04)	-0.1%
3) Employee Benefits		3000-3999	6,837,203.00	7,193,421.43	3,830,863.57	7,178,139.16	15,282.27	0.2%
4) Books and Supplies		4000-4999	708,639.85	901,655.95	337,152.81	915,155.95	(13,500.00)	-1.5%
5) Services and Other Operating Expenditures		5000-5999	2,408,347.31	2,316,207.41	1,157,549.00	2,330,607.41	(14,400.00)	-0.6%
6) Capital Outlay		6000-6999	33,500.00	954,671.00	0.00	954,671.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	78,485.00	78,485.00	30,011.00	78,485.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			25,477,987.75	28,268,250.18	14,244,941.75	28,625,573.95		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,047,943.40	895,709.33	2,026,419.99	706,175.90		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	303,182.00	303,182.00	176,856.16	303,182.00	0.00	0.0%
b) Transfers Out		7600-7629	495,076.01	495,076.01	158,952.87	495,076.01	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	(2,178,482.68)	(2,178,482.68)	0.00	(2,178,482.68)	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,370,376.69)	(2,370,376.69)	17,903.29	(2,370,376.69)		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(322,433.29)	(1,474,667.36)	2,044,323.28	(1,664,200.79)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	16,075,777.59	17,645,194.61		17,645,250.01	55.40	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			16,075,777.59	17,645,194.61		17,645,250.01		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			16,075,777.59	17,645,194.61		17,645,250.01		
2) Ending Balance, June 30 (E + F1e)			15,753,344.30	16,170,527.25		15,981,049.22		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	2,500.00	2,500.00		2,500.00		
Stores		9712	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)
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	3,000,000.00	3,000,000.00		4,000,000.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	990,000.00	1,052,424.00		1,100,000.00		
Unassigned/Unappropriated Amount		9790	11,760,844.30	12,115,603.25		10,878,549.22		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	13,597,421.00	13,922,460.00	7,934,905.00	14,057,980.00	135,520.00	1.0%
Education Protection Account State Aid - Current Year		8012	4,334,267.00	4,669,701.00	2,386,362.00	4,676,953.00	7,252.00	0.2%
State Aid - Prior Years		8019	0.00	0.00	146,042.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	7,298.00	23,420.53	1,089.20	7,060.00	(16,360.53)	-69.9%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	5,966.55	79.56	0.00	(5,966.55)	-100.0%
County & District Taxes								
Secured Roll Taxes		8041	813,258.00	867,644.82	36,585.35	911,608.00	43,963.18	5.1%
Unsecured Roll Taxes		8042	49,124.00	45,445.18	4,961.78	59,744.00	14,298.82	31.5%
Prior Years' Taxes		8043	5,651.00	20,019.72	11,592.25	0.00	(20,019.72)	-100.0%
Supplemental Taxes		8044	27,564.00	10,101.52	14,937.32	18,353.00	8,251.48	81.7%
Education Revenue Augmentation Fund (ERAF)		8045	(289,401.00)	(208,772.13)	116,150.99	(289,401.00)	(80,628.87)	38.6%
Community Redevelopment Funds (SB 617/699/1992)		8047	5,373.00	6,089.23	3,488.12	5,375.00	(714.23)	-11.7%
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			18,550,555.00	19,362,076.42	10,656,193.57	19,447,672.00	85,595.58	0.4%
LCFF Transfers								
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			18,550,555.00	19,362,076.42	10,656,193.57	19,447,672.00	85,595.58	0.4%

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)
FEDERAL REVENUE								
Maintenance and Operations		8110	7,876,597.00	7,876,597.00	4,457,847.00	7,876,597.00	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						
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						
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	555,097.76	604,898.07	604,898.07	604,898.07	0.00	0.0%
TOTAL, FEDERAL REVENUE			8,431,694.76	8,481,495.07	5,062,745.07	8,481,495.07	0.00	0.0%
OTHER STATE REVENUE								
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	59,940.00	0.00	55,817.00	55,817.00	55,817.00	New
Lottery - Unrestricted and Instructional Materials		8560	274,200.00	274,200.00	107,396.96	274,200.00	0.00	0.0%
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		

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)
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	2,000.00	923,171.00	206,031.44	923,171.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			336,140.00	1,197,371.00	369,245.40	1,253,188.00	55,817.00	4.7%
OTHER LOCAL REVENUE								
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	100,000.00	100,000.00	126,066.32	100,000.00	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		

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)
All Other Local Revenue		8699	107,541.39	23,017.02	57,111.38	49,394.78	26,377.76	114.6%
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%
TOTAL, OTHER LOCAL REVENUE			207,541.39	123,017.02	183,177.70	149,394.78	26,377.76	21.4%
TOTAL, REVENUES			27,525,931.15	29,163,959.51	16,271,361.74	29,331,749.85	167,790.34	0.6%
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	9,712,599.50	10,564,044.10	5,336,906.06	10,906,730.10	(342,686.00)	-3.2%
Certificated Pupil Support Salaries		1200	269,910.00	296,357.23	168,277.68	296,357.23	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,254,158.00	1,384,325.00	810,985.51	1,384,325.00	0.00	0.0%
Other Certificated Salaries		1900	586,704.00	644,482.68	364,379.33	644,482.68	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			11,823,371.50	12,889,209.01	6,680,548.58	13,231,895.01	(342,686.00)	-2.7%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	625,228.41	681,227.35	373,819.66	683,215.57	(1,988.22)	-0.3%
Classified Support Salaries		2200	718,688.16	783,606.99	445,599.28	783,606.99	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	383,866.00	422,252.00	246,313.67	422,252.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	811,766.96	893,346.62	497,099.35	893,346.62	0.00	0.0%
Other Classified Salaries		2900	1,048,891.56	1,154,167.42	645,984.83	1,154,199.24	(31.82)	0.0%
TOTAL, CLASSIFIED SALARIES			3,588,441.09	3,934,600.38	2,208,816.79	3,936,620.42	(2,020.04)	-0.1%
EMPLOYEE BENEFITS								
STRS		3101-3102	2,133,664.00	2,322,438.99	1,225,430.37	2,322,572.72	(133.73)	0.0%
PERS		3201-3202	831,232.00	922,912.20	525,964.16	924,312.20	(1,400.00)	-0.2%
OASDI/Medicare/Alternative		3301-3302	434,227.00	473,476.71	272,282.46	473,371.71	105.00	0.0%
Health and Welfare Benefits		3401-3402	2,784,876.00	2,784,876.00	1,455,516.15	2,768,165.00	16,711.00	0.6%
Unemployment Insurance		3501-3502	76,053.00	85,061.08	44,880.47	85,061.08	0.00	0.0%
Workers' Compensation		3601-3602	287,018.00	314,523.45	112,016.36	314,523.45	0.00	0.0%
OPEB, Allocated		3701-3702	290,133.00	290,133.00	194,773.60	290,133.00	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%
TOTAL, EMPLOYEE BENEFITS			6,837,203.00	7,193,421.43	3,830,863.57	7,178,139.16	15,282.27	0.2%
BOOKS AND SUPPLIES								

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)
Approved Textbooks and Core Curricula Materials		4100	40,006.16	40,006.16	0.00	40,006.16	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	487,683.69	807,599.79	332,511.02	809,999.79	(2,400.00)	-0.3%
Noncapitalized Equipment		4400	180,950.00	54,050.00	4,641.79	65,150.00	(11,100.00)	-20.5%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			708,639.85	901,655.95	337,152.81	915,155.95	(13,500.00)	-1.5%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	278,337.00	278,337.00	140,392.40	278,337.00	0.00	0.0%
Travel and Conferences		5200	31,176.00	34,500.00	15,337.36	34,500.00	0.00	0.0%
Dues and Memberships		5300	39,350.00	43,660.00	41,685.94	43,660.00	0.00	0.0%
Insurance		5400-5450	187,252.31	247,301.41	246,115.31	247,301.41	0.00	0.0%
Operations and Housekeeping Services		5500	654,360.00	654,360.00	228,010.68	654,360.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	129,700.00	138,300.00	56,028.35	136,700.00	1,600.00	1.2%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
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	1,025,937.00	857,514.00	405,990.65	873,514.00	(16,000.00)	-1.9%
Communications		5900	62,235.00	62,235.00	23,988.31	62,235.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,408,347.31	2,316,207.41	1,157,549.00	2,330,607.41	(14,400.00)	-0.6%
CAPITAL OUTLAY								
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	921,171.00	0.00	921,171.00	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	33,500.00	33,500.00	0.00	33,500.00	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%
TOTAL, CAPITAL OUTLAY			33,500.00	954,671.00	0.00	954,671.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	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	78,485.00	78,485.00	30,011.00	78,485.00	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%

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)
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%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			78,485.00	78,485.00	30,011.00	78,485.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
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			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			25,477,987.75	28,268,250.18	14,244,941.75	28,625,573.95	(357,323.77)	-1.3%
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
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	303,182.00	303,182.00	176,856.16	303,182.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			303,182.00	303,182.00	176,856.16	303,182.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
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	222,585.29	222,585.29	0.00	222,585.29	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	272,490.72	272,490.72	158,952.87	272,490.72	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			495,076.01	495,076.01	158,952.87	495,076.01	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
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%

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)
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%
USES								
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%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	(2,178,482.68)	(2,178,482.68)	0.00	(2,178,482.68)	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(2,178,482.68)	(2,178,482.68)	0.00	(2,178,482.68)	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(2,370,376.69)	(2,370,376.69)	17,903.29	(2,370,376.69)	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 Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,721,482.86	2,335,017.00	745,774.45	3,561,748.56	1,226,731.56	52.5%
3) Other State Revenue		8300-8599	2,476,077.00	2,353,072.00	4,306,728.78	5,077,668.34	2,724,596.34	115.8%
4) Other Local Revenue		8600-8799	580,006.00	765,063.00	424,811.77	765,063.00	0.00	0.0%
5) TOTAL, REVENUES			4,777,565.86	5,453,152.00	5,477,315.00	9,404,479.90		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	1,625,393.33	1,371,261.30	897,125.01	1,364,280.00	6,981.30	0.5%
2) Classified Salaries		2000-2999	540,395.46	633,803.11	444,361.98	617,916.11	15,887.00	2.5%
3) Employee Benefits		3000-3999	2,303,804.36	2,260,812.97	1,827,009.21	2,198,598.11	62,214.86	2.8%
4) Books and Supplies		4000-4999	786,520.26	722,460.29	324,531.08	823,512.57	(101,052.28)	-14.0%
5) Services and Other Operating Expenditures		5000-5999	1,025,311.00	1,146,795.97	344,512.96	1,398,832.90	(252,036.93)	-22.0%
6) Capital Outlay		6000-6999	379,228.67	444,633.50	170,234.21	296,553.61	148,079.89	33.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	232,792.00	232,792.00	0.00	232,792.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,893,445.08	6,812,559.14	4,007,774.45	6,932,485.30		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,115,879.22)	(1,359,407.14)	1,469,540.55	2,471,994.60		
D. OTHER FINANCING SOURCES/USES								
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	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	2,178,482.68	2,178,482.68	0.00	2,178,482.68	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			2,178,482.68	2,178,482.68	0.00	2,178,482.68		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			62,603.46	819,075.54	1,469,540.55	4,650,477.28		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	774,937.34	2,317,562.97		2,317,562.97	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)			774,937.34	2,317,562.97		2,317,562.97		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			774,937.34	2,317,562.97		2,317,562.97		
2) Ending Balance, June 30 (E + F1e)			837,540.80	3,136,638.51		6,968,040.25		
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		

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)
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	837,540.80	3,136,638.51		6,968,040.25		
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		
LCFF SOURCES								
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		
LCFF Transfers								
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%
FEDERAL REVENUE								

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)
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	85,756.99	92,645.99	0.00	71,886.00	(20,759.99)	-22.4%
Special Education Discretionary Grants		8182	75,483.20	79,689.00	0.00	79,689.00	0.00	0.0%
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	342,631.00	342,631.00	160,170.00	285,059.00	(57,572.00)	-16.8%
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	50,988.00	50,988.00	14,099.72	42,672.00	(8,316.00)	-16.3%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	15,093.00	15,093.00	6,799.82	17,889.00	2,796.00	18.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290	30,846.00	30,846.00	21,764.53	21,764.53	(9,081.47)	-29.4%
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	1,120,684.67	1,723,124.01	542,940.38	3,042,789.03	1,319,665.02	76.6%
TOTAL, FEDERAL REVENUE			1,721,482.86	2,335,017.00	745,774.45	3,561,748.56	1,226,731.56	52.5%
OTHER STATE REVENUE								
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	89,572.00	89,572.00	5,848.44	89,572.00	0.00	0.0%
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%

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)
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	0.00	0.00	0.00	0.00	0.00	0.0%
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	50,250.00	58,583.00	48,225.00	53,583.00	(5,000.00)	-8.5%
All Other State Revenue	All Other	8590	2,336,255.00	2,204,917.00	4,252,655.34	4,934,513.34	2,729,596.34	123.8%
TOTAL, OTHER STATE REVENUE			2,476,077.00	2,353,072.00	4,306,728.78	5,077,668.34	2,724,596.34	115.8%
OTHER LOCAL REVENUE								
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	1,017.77	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%) Adjustment		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%

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)
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	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	580,006.00	765,063.00	423,794.00	765,063.00	0.00	0.0%
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%
TOTAL, OTHER LOCAL REVENUE			580,006.00	765,063.00	424,811.77	765,063.00	0.00	0.0%
TOTAL, REVENUES			4,777,565.86	5,453,152.00	5,477,315.00	9,404,479.90	3,951,327.90	72.5%
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	1,442,112.13	1,236,918.14	820,363.53	1,267,936.84	(31,018.70)	-2.5%
Certificated Pupil Support Salaries		1200	66,524.20	61,860.00	46,053.47	61,860.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	28,000.00	34,000.00	6,000.00	6,000.00	28,000.00	82.4%
Other Certificated Salaries		1900	88,757.00	38,483.16	24,708.01	28,483.16	10,000.00	26.0%
TOTAL, CERTIFICATED SALARIES			1,625,393.33	1,371,261.30	897,125.01	1,364,280.00	6,981.30	0.5%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	285,886.84	307,406.69	209,218.10	297,798.70	9,607.99	3.1%
Classified Support Salaries		2200	89,669.00	117,821.21	82,561.04	117,821.21	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	90,359.00	102,607.20	61,192.21	102,607.20	0.00	0.0%
Clerical, Technical and Office Salaries		2400	56,236.50	81,723.89	62,036.85	75,444.88	6,279.01	7.7%
Other Classified Salaries		2900	18,244.12	24,244.12	29,353.78	24,244.12	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			540,395.46	633,803.11	444,361.98	617,916.11	15,887.00	2.5%
EMPLOYEE BENEFITS								
STRS		3101-3102	1,757,457.00	1,704,757.05	1,562,222.04	1,647,790.20	56,966.85	3.3%
PERS		3201-3202	116,421.00	120,917.62	73,325.66	119,324.64	1,592.98	1.3%
OASDI/Medicare/Alternative		3301-3302	48,941.45	61,872.94	43,020.15	63,877.60	(2,004.66)	-3.2%
Health and Welfare Benefits		3401-3402	353,191.00	336,090.00	126,177.56	329,217.17	6,872.83	2.0%
Unemployment Insurance		3501-3502	9,421.00	12,115.44	6,370.64	12,520.92	(405.48)	-3.3%
Workers' Compensation		3601-3602	18,372.91	25,059.92	15,893.16	25,867.58	(807.66)	-3.2%
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%
TOTAL, EMPLOYEE BENEFITS			2,303,804.36	2,260,812.97	1,827,009.21	2,198,598.11	62,214.86	2.8%
BOOKS AND SUPPLIES								

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)
Approved Textbooks and Core Curricula Materials		4100	431,485.84	318,106.05	187,040.74	318,106.05	0.00	0.0%
Books and Other Reference Materials		4200	0.00	5,000.00	3,722.40	5,500.00	(500.00)	-10.0%
Materials and Supplies		4300	327,120.01	377,957.33	128,418.94	478,509.61	(100,552.28)	-26.6%
Noncapitalized Equipment		4400	27,914.41	21,396.91	5,349.00	21,396.91	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			786,520.26	722,460.29	324,531.08	823,512.57	(101,052.28)	-14.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	188,978.00	188,978.00	0.00	188,978.00	0.00	0.0%
Travel and Conferences		5200	6,754.00	18,954.00	9,468.42	18,954.00	0.00	0.0%
Dues and Memberships		5300	300.00	630.00	0.00	630.00	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	70,000.00	70,000.00	14,752.87	70,000.00	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	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	753,979.00	862,933.97	300,677.27	1,095,970.90	(233,036.93)	-27.0%
Communications		5900	5,300.00	5,300.00	19,614.40	24,300.00	(19,000.00)	-358.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,025,311.00	1,146,795.97	344,512.96	1,398,832.90	(252,036.93)	-22.0%
CAPITAL OUTLAY								
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	335,500.00	337,709.84	107,039.22	189,629.95	148,079.89	43.8%
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	23,728.67	23,728.67	0.00	23,728.67	0.00	0.0%
Equipment Replacement		6500	20,000.00	83,194.99	63,194.99	83,194.99	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			379,228.67	444,633.50	170,234.21	296,553.61	148,079.89	33.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	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	232,792.00	232,792.00	0.00	232,792.00	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%

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)
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)			232,792.00	232,792.00	0.00	232,792.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
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			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			6,893,445.08	6,812,559.14	4,007,774.45	6,932,485.30	(119,926.16)	-1.8%
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
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%
INTERFUND TRANSFERS OUT								
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	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			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
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%

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)
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%
USES								
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%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	2,178,482.68	2,178,482.68	0.00	2,178,482.68	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			2,178,482.68	2,178,482.68	0.00	2,178,482.68	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			2,178,482.68	2,178,482.68	0.00	2,178,482.68	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 Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	18,550,555.00	19,362,076.42	10,656,193.57	19,447,672.00	85,595.58	0.4%
2) Federal Revenue		8100-8299	10,153,177.62	10,816,512.07	5,808,519.52	12,043,243.63	1,226,731.56	11.3%
3) Other State Revenue		8300-8599	2,812,217.00	3,550,443.00	4,675,974.18	6,330,856.34	2,780,413.34	78.3%
4) Other Local Revenue		8600-8799	787,547.39	888,080.02	607,989.47	914,457.78	26,377.76	3.0%
5) TOTAL, REVENUES			32,303,497.01	34,617,111.51	21,748,676.74	38,736,229.75		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	13,448,764.83	14,260,470.31	7,577,673.59	14,596,175.01	(335,704.70)	-2.4%
2) Classified Salaries		2000-2999	4,128,836.55	4,568,403.49	2,653,178.77	4,554,536.53	13,866.96	0.3%
3) Employee Benefits		3000-3999	9,141,007.36	9,454,234.40	5,657,872.78	9,376,737.27	77,497.13	0.8%
4) Books and Supplies		4000-4999	1,495,160.11	1,624,116.24	661,683.89	1,738,668.52	(114,552.28)	-7.1%
5) Services and Other Operating Expenditures		5000-5999	3,433,658.31	3,463,003.38	1,502,061.96	3,729,440.31	(266,436.93)	-7.7%
6) Capital Outlay		6000-6999	412,728.67	1,399,304.50	170,234.21	1,251,224.61	148,079.89	10.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	311,277.00	311,277.00	30,011.00	311,277.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			32,371,432.83	35,080,809.32	18,252,716.20	35,558,059.25		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(67,935.82)	(463,697.81)	3,495,960.54	3,178,170.50		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	303,182.00	303,182.00	176,856.16	303,182.00	0.00	0.0%
b) Transfers Out		7600-7629	495,076.01	495,076.01	158,952.87	495,076.01	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			(191,894.01)	(191,894.01)	17,903.29	(191,894.01)		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(259,829.83)	(655,591.82)	3,513,863.83	2,986,276.49		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	16,850,714.93	19,962,757.58		19,962,812.98	55.40	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			16,850,714.93	19,962,757.58		19,962,812.98		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			16,850,714.93	19,962,757.58		19,962,812.98		
2) Ending Balance, June 30 (E + F1e)			16,590,885.10	19,307,165.76		22,949,089.47		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	2,500.00	2,500.00		2,500.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	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)
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	837,540.80	3,136,638.51		6,968,040.25		
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	3,000,000.00	3,000,000.00		4,000,000.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	990,000.00	1,052,424.00		1,100,000.00		
Unassigned/Unappropriated Amount		9790	11,760,844.30	12,115,603.25		10,878,549.22		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	13,597,421.00	13,922,460.00	7,934,905.00	14,057,980.00	135,520.00	1.0%
Education Protection Account State Aid - Current Year		8012	4,334,267.00	4,669,701.00	2,386,362.00	4,676,953.00	7,252.00	0.2%
State Aid - Prior Years		8019	0.00	0.00	146,042.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	7,298.00	23,420.53	1,089.20	7,060.00	(16,360.53)	-69.9%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	5,966.55	79.56	0.00	(5,966.55)	-100.0%
County & District Taxes								
Secured Roll Taxes		8041	813,258.00	867,644.82	36,585.35	911,608.00	43,963.18	5.1%
Unsecured Roll Taxes		8042	49,124.00	45,445.18	4,961.78	59,744.00	14,298.82	31.5%
Prior Years' Taxes		8043	5,651.00	20,019.72	11,592.25	0.00	(20,019.72)	-100.0%
Supplemental Taxes		8044	27,564.00	10,101.52	14,937.32	18,353.00	8,251.48	81.7%
Education Revenue Augmentation Fund (ERAF)		8045	(289,401.00)	(208,772.13)	116,150.99	(289,401.00)	(80,628.87)	38.6%
Community Redevelopment Funds (SB 617/699/1992)		8047	5,373.00	6,089.23	3,488.12	5,375.00	(714.23)	-11.7%
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			18,550,555.00	19,362,076.42	10,656,193.57	19,447,672.00	85,595.58	0.4%
LCFF Transfers								
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			18,550,555.00	19,362,076.42	10,656,193.57	19,447,672.00	85,595.58	0.4%
FEDERAL REVENUE								

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)
Maintenance and Operations		8110	7,876,597.00	7,876,597.00	4,457,847.00	7,876,597.00	0.00	0.0%
Special Education Entitlement		8181	85,756.99	92,645.99	0.00	71,886.00	(20,759.99)	-22.4%
Special Education Discretionary Grants		8182	75,483.20	79,689.00	0.00	79,689.00	0.00	0.0%
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	342,631.00	342,631.00	160,170.00	285,059.00	(57,572.00)	-16.8%
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	50,988.00	50,988.00	14,099.72	42,672.00	(8,316.00)	-16.3%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	15,093.00	15,093.00	6,799.82	17,889.00	2,796.00	18.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290	30,846.00	30,846.00	21,764.53	21,764.53	(9,081.47)	-29.4%
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	1,675,782.43	2,328,022.08	1,147,838.45	3,647,687.10	1,319,665.02	56.7%
TOTAL, FEDERAL REVENUE			10,153,177.62	10,816,512.07	5,808,519.52	12,043,243.63	1,226,731.56	11.3%
OTHER STATE REVENUE								
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	59,940.00	0.00	55,817.00	55,817.00	55,817.00	New
Lottery - Unrestricted and Instructional Materials		8560	363,772.00	363,772.00	113,245.40	363,772.00	0.00	0.0%
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%

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)
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	0.00	0.00	0.00	0.00	0.00	0.0%
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	50,250.00	58,583.00	48,225.00	53,583.00	(5,000.00)	-8.5%
All Other State Revenue	All Other	8590	2,338,255.00	3,128,088.00	4,458,686.78	5,857,684.34	2,729,596.34	87.3%
TOTAL, OTHER STATE REVENUE			2,812,217.00	3,550,443.00	4,675,974.18	6,330,856.34	2,780,413.34	78.3%
OTHER LOCAL REVENUE								
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	1,017.77	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	100,000.00	100,000.00	126,066.32	100,000.00	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%

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)
All Other Local Revenue		8699	107,541.39	23,017.02	57,111.38	49,394.78	26,377.76	114.6%
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	580,006.00	765,063.00	423,794.00	765,063.00	0.00	0.0%
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%
TOTAL, OTHER LOCAL REVENUE			787,547.39	888,080.02	607,989.47	914,457.78	26,377.76	3.0%
TOTAL, REVENUES			32,303,497.01	34,617,111.51	21,748,676.74	38,736,229.75	4,119,118.24	11.9%
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	11,154,711.63	11,800,962.24	6,157,269.59	12,174,666.94	(373,704.70)	-3.2%
Certificated Pupil Support Salaries		1200	336,434.20	358,217.23	214,331.15	358,217.23	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,282,158.00	1,418,325.00	816,985.51	1,390,325.00	28,000.00	2.0%
Other Certificated Salaries		1900	675,461.00	682,965.84	389,087.34	672,965.84	10,000.00	1.5%
TOTAL, CERTIFICATED SALARIES			13,448,764.83	14,260,470.31	7,577,673.59	14,596,175.01	(335,704.70)	-2.4%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	911,115.25	988,634.04	583,037.76	981,014.27	7,619.77	0.8%
Classified Support Salaries		2200	808,357.16	901,428.20	528,160.32	901,428.20	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	474,225.00	524,859.20	307,505.88	524,859.20	0.00	0.0%
Clerical, Technical and Office Salaries		2400	868,003.46	975,070.51	559,136.20	968,791.50	6,279.01	0.6%
Other Classified Salaries		2900	1,067,135.68	1,178,411.54	675,338.61	1,178,443.36	(31.82)	0.0%
TOTAL, CLASSIFIED SALARIES			4,128,836.55	4,568,403.49	2,653,178.77	4,554,536.53	13,866.96	0.3%
EMPLOYEE BENEFITS								
STRS		3101-3102	3,891,121.00	4,027,196.04	2,787,652.41	3,970,362.92	56,833.12	1.4%
PERS		3201-3202	947,653.00	1,043,829.82	599,289.82	1,043,636.84	192.98	0.0%
OASDI/Medicare/Alternative		3301-3302	483,168.45	535,349.65	315,302.61	537,249.31	(1,899.66)	-0.4%
Health and Welfare Benefits		3401-3402	3,138,067.00	3,120,966.00	1,581,693.71	3,097,382.17	23,583.83	0.8%
Unemployment Insurance		3501-3502	85,474.00	97,176.52	51,251.11	97,582.00	(405.48)	-0.4%
Workers' Compensation		3601-3602	305,390.91	339,583.37	127,909.52	340,391.03	(807.66)	-0.2%
OPEB, Allocated		3701-3702	290,133.00	290,133.00	194,773.60	290,133.00	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%
TOTAL, EMPLOYEE BENEFITS			9,141,007.36	9,454,234.40	5,657,872.78	9,376,737.27	77,497.13	0.8%
BOOKS AND SUPPLIES								

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)
Approved Textbooks and Core Curricula Materials		4100	471,492.00	358,112.21	187,040.74	358,112.21	0.00	0.0%
Books and Other Reference Materials		4200	0.00	5,000.00	3,722.40	5,500.00	(500.00)	-10.0%
Materials and Supplies		4300	814,803.70	1,185,557.12	460,929.96	1,288,509.40	(102,952.28)	-8.7%
Noncapitalized Equipment		4400	208,864.41	75,446.91	9,990.79	86,546.91	(11,100.00)	-14.7%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,495,160.11	1,624,116.24	661,683.89	1,738,668.52	(114,552.28)	-7.1%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	467,315.00	467,315.00	140,392.40	467,315.00	0.00	0.0%
Travel and Conferences		5200	37,930.00	53,454.00	24,805.78	53,454.00	0.00	0.0%
Dues and Memberships		5300	39,650.00	44,290.00	41,685.94	44,290.00	0.00	0.0%
Insurance		5400-5450	187,252.31	247,301.41	246,115.31	247,301.41	0.00	0.0%
Operations and Housekeeping Services		5500	654,360.00	654,360.00	228,010.68	654,360.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	199,700.00	208,300.00	70,781.22	206,700.00	1,600.00	0.8%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
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	1,779,916.00	1,720,447.97	706,667.92	1,969,484.90	(249,036.93)	-14.5%
Communications		5900	67,535.00	67,535.00	43,602.71	86,535.00	(19,000.00)	-28.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,433,658.31	3,463,003.38	1,502,061.96	3,729,440.31	(266,436.93)	-7.7%
CAPITAL OUTLAY								
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	335,500.00	1,258,880.84	107,039.22	1,110,800.95	148,079.89	11.8%
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	57,228.67	57,228.67	0.00	57,228.67	0.00	0.0%
Equipment Replacement		6500	20,000.00	83,194.99	63,194.99	83,194.99	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			412,728.67	1,399,304.50	170,234.21	1,251,224.61	148,079.89	10.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	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	311,277.00	311,277.00	30,011.00	311,277.00	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%

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)
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)			311,277.00	311,277.00	30,011.00	311,277.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
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			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			32,371,432.83	35,080,809.32	18,252,716.20	35,558,059.25	(477,249.93)	-1.4%
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
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	303,182.00	303,182.00	176,856.16	303,182.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			303,182.00	303,182.00	176,856.16	303,182.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
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	222,585.29	222,585.29	0.00	222,585.29	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	272,490.72	272,490.72	158,952.87	272,490.72	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			495,076.01	495,076.01	158,952.87	495,076.01	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
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%

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)
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%
USES								
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%
CONTRIBUTIONS								
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%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(191,894.01)	(191,894.01)	17,903.29	(191,894.01)	0.00	0.0%

Resource	Description	2022-23 Projected Totals
2600	Expanded Learning Opportunities Program	1,455,617.00
3213	Elementary and Secondary School Emergency Relief III (ESSER III) Fund	1,010,567.80
3214	Elementary and Secondary School Emergency Relief III (ESSER III) Fund: Learning Loss	106,616.83
3216	Expanded Learning Opportunities (ELO) Grant: ESSER II State Reserve	94,395.22
3217	Expanded Learning Opportunities (ELO) Grant: GEER II	34,458.00
3218	Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Emergency Needs	110,592.00
3219	Expanded Learning Opportunities (ELO) Grant: ESSER III State Reserve Learning Loss	190,646.00
4203	ESSA: Title III, English Learner Student Program	2,796.00
4510	Indian Education	5,956.33
5634	American Rescue Plan - Homeless Children and Youth II (ARP HCY II)	1,549.00
6053	Child Dev: Universal Prekindergarten (UPK) Planning and Implementation Grant Program - Universal Prekindergarten Planning Grants	137,724.00
6266	Educator Effectiveness, FY 2021-22	405,592.14
6300	Lottery: Instructional Materials	356,363.48
6500	Special Education	336,036.21
6537	Special Ed: Learning Recovery Support	2,672.33
6546	Mental Health-Related Services	119,357.80
6547	Special Education Early Intervention Preschool Grant	261,087.00
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	532,032.00
7311	Classified School Employee Professional Development Block Grant	18,073.00
7415	Classified School Employee Summer Assistance Program	55.08
7422	In-Person Instruction (IPI) Grant	46,191.66
7425	Expanded Learning Opportunities (ELO) Grant	2,760.34
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	61,134.72
7435	Learning Recovery Emergency Block Grant	939,528.00
7510	Low-Performing Students Block Grant	10,322.00
7690	On-Behalf Pension Contributions	14,835.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	702,990.79
9010	Other Restricted Local	8,090.52
Total, Restricted Balance		6,968,040.25

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)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	765,000.00	765,000.00	273,615.26	765,000.00	0.00	0.0%
3) Other State Revenue		8300-8599	100,000.00	100,000.00	234,726.12	100,000.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20,500.00	20,630.36	2,563.14	20,630.36	0.00	0.0%
5) TOTAL, REVENUES			885,500.00	885,630.36	510,904.52	885,630.36		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	437,351.00	476,401.86	247,975.91	476,401.86	0.00	0.0%
3) Employee Benefits		3000-3999	215,442.00	228,134.20	125,751.91	228,134.20	0.00	0.0%
4) Books and Supplies		4000-4999	434,735.67	434,735.67	308,693.56	434,735.67	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	23,900.00	23,900.00	14,689.41	23,900.00	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	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,111,428.67	1,163,171.73	697,110.79	1,163,171.73		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(225,928.67)	(277,541.37)	(186,206.27)	(277,541.37)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	222,585.29	222,585.29	0.00	222,585.29	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			222,585.29	222,585.29	0.00	222,585.29		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,343.38)	(54,956.08)	(186,206.27)	(54,956.08)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	15,845.28	263,547.44		263,547.44	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)			15,845.28	263,547.44		263,547.44		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,845.28	263,547.44		263,547.44		
2) Ending Balance, June 30 (E + F1e)			12,501.90	208,591.36		208,591.36		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	1,500.00		1,500.00		
Stores		9712	0.00	34,179.82		34,179.82		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	8,518.36	169,705.00		169,705.00		
c) Committed								

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)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	3,983.54	3,206.54		3,206.54		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
FEDERAL REVENUE								
Child Nutrition Programs		8220	765,000.00	765,000.00	273,615.26	765,000.00	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%
TOTAL, FEDERAL REVENUE			765,000.00	765,000.00	273,615.26	765,000.00	0.00	0.0%
OTHER STATE REVENUE								
Child Nutrition Programs		8520	100,000.00	100,000.00	234,726.12	100,000.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			100,000.00	100,000.00	234,726.12	100,000.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	20,000.00	20,000.00	1,956.75	20,000.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	500.00	500.00	132.61	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	130.36	473.78	130.36	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			20,500.00	20,630.36	2,563.14	20,630.36	0.00	0.0%
TOTAL, REVENUES			885,500.00	885,630.36	510,904.52	885,630.36		
CERTIFICATED SALARIES								
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%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	343,925.00	376,738.86	195,784.26	376,738.86	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	62,377.00	68,614.00	36,214.64	68,614.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	31,049.00	31,049.00	15,977.01	31,049.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			437,351.00	476,401.86	247,975.91	476,401.86	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	92,059.00	100,383.88	59,836.91	100,383.88	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	33,037.00	36,599.48	17,570.11	36,599.48	0.00	0.0%
Health and Welfare Benefits		3401-3402	82,719.00	82,719.00	44,248.03	82,719.00	0.00	0.0%
Unemployment Insurance		3501-3502	2,240.00	2,472.84	1,169.98	2,472.84	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 Column B & D (F)
Workers' Compensation		3601-3602	5,387.00	5,959.00	2,926.88	5,959.00	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%
TOTAL, EMPLOYEE BENEFITS			215,442.00	228,134.20	125,751.91	228,134.20	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	30,000.00	30,000.00	61,069.36	30,000.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	404,735.67	404,735.67	247,624.20	404,735.67	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			434,735.67	434,735.67	308,693.56	434,735.67	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	1,000.00	1,000.00	2,115.05	1,000.00	0.00	0.0%
Dues and Memberships		5300	400.00	400.00	612.94	400.00	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	11,000.00	11,000.00	6,377.77	11,000.00	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	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	11,500.00	11,500.00	5,583.65	11,500.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			23,900.00	23,900.00	14,689.41	23,900.00	0.00	0.0%
CAPITAL OUTLAY								
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%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
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)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
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			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,111,428.67	1,163,171.73	697,110.79	1,163,171.73		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund		8916	0.00	0.00	0.00	0.00	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 Column B & D (F)
Other Authorized Interfund Transfers In		8919	222,585.29	222,585.29	0.00	222,585.29	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			222,585.29	222,585.29	0.00	222,585.29	0.00	0.0%
INTERFUND TRANSFERS OUT								
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%
OTHER SOURCES/USES								
SOURCES								
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%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
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%
CONTRIBUTIONS								
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)			222,585.29	222,585.29	0.00	222,585.29		

Resource	Description	2022-23 Projected Totals
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	120,215.06
5330	Child Nutrition: Summer Food Service Program Operations	4,259.18
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	44,616.76
5810	Other Restricted Federal	614.00
Total, Restricted Balance		169,705.00

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)
A. REVENUES								
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	2,400.00	273,602.00	280,382.33	312,534.00	38,932.00	14.2%
5) TOTAL, REVENUES			2,400.00	273,602.00	280,382.33	312,534.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
6) Capital Outlay		6000-6999	1,040,000.00	1,040,000.00	122,662.15	1,071,832.00	(31,832.00)	-3.1%
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	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,050,000.00	1,050,000.00	122,662.15	1,081,832.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,047,600.00)	(776,398.00)	157,720.18	(769,298.00)		
D. OTHER FINANCING SOURCES/USES								
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	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	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,047,600.00)	(776,398.00)	157,720.18	(769,298.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,273,687.85	1,356,335.52		1,356,335.52	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)			1,273,687.85	1,356,335.52		1,356,335.52		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,273,687.85	1,356,335.52		1,356,335.52		
2) Ending Balance, June 30 (E + F1e)			226,087.85	579,937.52		587,037.52		
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	0.00	29,611.92		29,611.92		
c) Committed								

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)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	226,087.85	550,325.60		557,425.60		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
LCFF SOURCES								
LCFF Transfers								
LCFF Transfers - Current Year		8091	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%
OTHER STATE REVENUE								
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	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%
Interest		8660	2,400.00	2,400.00	8,680.33	9,500.00	7,100.00	295.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	271,202.00	271,702.00	303,034.00	31,832.00	11.7%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,400.00	273,602.00	280,382.33	312,534.00	38,932.00	14.2%
TOTAL, REVENUES			2,400.00	273,602.00	280,382.33	312,534.00		
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	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%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	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 Column B & D (F)
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	10,000.00	10,000.00	0.00	10,000.00	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	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			10,000.00	10,000.00	0.00	10,000.00	0.00	0.0%
CAPITAL OUTLAY								
Land Improvements		6170	975,000.00	975,000.00	1,597.15	975,000.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	35,000.00	35,000.00	121,065.00	66,832.00	(31,832.00)	-90.9%
Equipment		6400	30,000.00	30,000.00	0.00	30,000.00	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%
TOTAL, CAPITAL OUTLAY			1,040,000.00	1,040,000.00	122,662.15	1,071,832.00	(31,832.00)	-3.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
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)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,050,000.00	1,050,000.00	122,662.15	1,081,832.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
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%
INTERFUND TRANSFERS OUT								
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%
OTHER SOURCES/USES								
SOURCES								
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%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
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%

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)
CONTRIBUTIONS								
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	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	29,611.92
Total, Restricted Balance		29,611.92

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)
A. REVENUES								
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	8,000.00	8,000.00	364.61	8,000.00	0.00	0.0%
5) TOTAL, REVENUES			8,000.00	8,000.00	364.61	8,000.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			8,000.00	8,000.00	364.61	8,000.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	272,490.72	272,490.72	158,952.87	272,490.72	0.00	0.0%
b) Transfers Out		7600-7629	303,182.00	303,182.00	176,856.16	303,182.00	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			(30,691.28)	(30,691.28)	(17,903.29)	(30,691.28)		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(22,691.28)	(22,691.28)	(17,538.68)	(22,691.28)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	22,691.28	698,672.94		698,672.94	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)			22,691.28	698,672.94		698,672.94		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			22,691.28	698,672.94		698,672.94		
2) Ending Balance, June 30 (E + F1e)			0.00	675,981.66		675,981.66		
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	0.00	0.00		0.00		
c) Committed								

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)
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	675,981.66		675,981.66		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
OTHER LOCAL REVENUE								
Interest		8660	8,000.00	8,000.00	364.61	8,000.00	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%
TOTAL, OTHER LOCAL REVENUE			8,000.00	8,000.00	364.61	8,000.00	0.00	0.0%
TOTAL, REVENUES			8,000.00	8,000.00	364.61	8,000.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund/CSSF		8912	272,490.72	272,490.72	0.00	272,490.72	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	158,952.87	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			272,490.72	272,490.72	158,952.87	272,490.72	0.00	0.0%
INTERFUND TRANSFERS OUT								
To: General Fund/CSSF		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%
Other Authorized Interfund Transfers Out		7619	303,182.00	303,182.00	176,856.16	303,182.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			303,182.00	303,182.00	176,856.16	303,182.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	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%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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%
CONTRIBUTIONS								
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)			(30,691.28)	(30,691.28)	(17,903.29)	(30,691.28)		

Resource	Description	2022-23 Projected Totals
Total, Restricted Balance		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)
A. REVENUES								
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	7,400.00	7,400.00	6,941.48	7,400.00	0.00	0.0%
5) TOTAL, REVENUES			7,400.00	7,400.00	6,941.48	7,400.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	1,250.00	1,250.00	0.00	1,250.00	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	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,250.00	1,250.00	0.00	1,250.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			6,150.00	6,150.00	6,941.48	6,150.00		
D. OTHER FINANCING SOURCES/USES								
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	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	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,150.00	6,150.00	6,941.48	6,150.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	54,945.86	25,588.23		25,588.23	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)			54,945.86	25,588.23		25,588.23		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			54,945.86	25,588.23		25,588.23		
2) Ending Balance, June 30 (E + F1e)			61,095.86	31,738.23		31,738.23		
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) Legally Restricted Balance		9740	61,095.86	31,738.23		31,738.23		
c) Committed								

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)
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		
OTHER STATE REVENUE								
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%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
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%
Interest		8660	400.00	400.00	151.45	400.00	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								
Mitigation/Developer Fees		8681	7,000.00	7,000.00	6,790.03	7,000.00	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%
TOTAL, OTHER LOCAL REVENUE			7,400.00	7,400.00	6,941.48	7,400.00	0.00	0.0%
TOTAL, REVENUES			7,400.00	7,400.00	6,941.48	7,400.00		
CERTIFICATED SALARIES								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00	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 Column B & D (F)
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	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%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
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	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	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	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,250.00	1,250.00	0.00	1,250.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,250.00	1,250.00	0.00	1,250.00	0.00	0.0%
CAPITAL OUTLAY								
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	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%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
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%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	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 Column B & D (F)
TOTAL, EXPENDITURES			1,250.00	1,250.00	0.00	1,250.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
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%
INTERFUND TRANSFERS OUT								
To: State School Building Fund/County School Facilities Fund		7613	0.00	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			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale/Lease-Purchase of Land/Buildings		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%
USES								
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%
CONTRIBUTIONS								
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	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
9010	Other Restricted Local	31,738.23
Total, Restricted Balance		31,738.23

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)
A. REVENUES								
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	533,777.00	533,777.00	533,777.00	New
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	26,000.00	26,000.00	3,003.45	26,000.00	0.00	0.0%
5) TOTAL, REVENUES			26,000.00	26,000.00	536,780.45	559,777.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	2,000.00	2,000.00	0.00	2,000.00	0.00	0.0%
6) Capital Outlay		6000-6999	292,891.25	834,152.92	585,956.41	1,420,590.92	(586,438.00)	-70.3%
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	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			294,891.25	836,152.92	585,956.41	1,422,590.92		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(268,891.25)	(810,152.92)	(49,175.96)	(862,813.92)		
D. OTHER FINANCING SOURCES/USES								
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	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	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(268,891.25)	(810,152.92)	(49,175.96)	(862,813.92)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	864,744.79	931,431.27		931,431.27	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)			864,744.79	931,431.27		931,431.27		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			864,744.79	931,431.27		931,431.27		
2) Ending Balance, June 30 (E + F1e)			595,853.54	121,278.35		68,617.35		
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) Legally Restricted Balance		9740	2,000.00	68,617.35		68,617.35		
c) Committed								

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)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	593,853.54	52,661.00		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		
FEDERAL REVENUE								
All Other Federal Revenue		8290	0.00	0.00	533,777.00	533,777.00	533,777.00	New
TOTAL, FEDERAL REVENUE			0.00	0.00	533,777.00	533,777.00	533,777.00	New
OTHER STATE REVENUE								
School Facilities Apportionments		8545	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%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631	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	26,000.00	26,000.00	3,003.45	26,000.00	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%
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%
TOTAL, OTHER LOCAL REVENUE			26,000.00	26,000.00	3,003.45	26,000.00	0.00	0.0%
TOTAL, REVENUES			26,000.00	26,000.00	536,780.45	559,777.00		
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	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%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	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 Column B & D (F)
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	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	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,000.00	2,000.00	0.00	2,000.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,000.00	2,000.00	0.00	2,000.00	0.00	0.0%
CAPITAL OUTLAY								
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	292,891.25	834,152.92	585,956.41	1,420,590.92	(586,438.00)	-70.3%
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	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%
TOTAL, CAPITAL OUTLAY			292,891.25	834,152.92	585,956.41	1,420,590.92	(586,438.00)	-70.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
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%
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)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			294,891.25	836,152.92	585,956.41	1,422,590.92		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.00	0.00	0.00	0.0%
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%
INTERFUND TRANSFERS OUT								

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)
To: State School Building Fund/County School Facilities Fund		7613	0.00	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			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale/Lease-Purchase of Land/Buildings		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%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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%
CONTRIBUTIONS								
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	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
7710	State School Facilities Projects	68,617.35
Total, Restricted Balance		68,617.35

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)
A. REVENUES								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	178,503.00	0.00	655,981.00	477,478.00	267.5%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,000.00	1,000.00	(444.67)	1,000.00	0.00	0.0%
5) TOTAL, REVENUES			1,000.00	179,503.00	(444.67)	656,981.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	6,000.00	6,000.00	0.00	0.00	6,000.00	100.0%
6) Capital Outlay		6000-6999	70,212.44	195,607.00	153,557.50	657,921.00	(462,314.00)	-236.3%
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	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			76,212.44	201,607.00	153,557.50	657,921.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(75,212.44)	(22,104.00)	(154,002.17)	(940.00)		
D. OTHER FINANCING SOURCES/USES								
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	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	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(75,212.44)	(22,104.00)	(154,002.17)	(940.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	88,180.05	38,921.26		38,921.26	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)			88,180.05	38,921.26		38,921.26		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			88,180.05	38,921.26		38,921.26		
2) Ending Balance, June 30 (E + F1e)			12,967.61	16,817.26		37,981.26		
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) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								

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)
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	12,967.61	16,817.26		37,981.26		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		
FEDERAL REVENUE								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	178,503.00	0.00	655,981.00	477,478.00	267.5%
TOTAL, FEDERAL REVENUE			0.00	178,503.00	0.00	655,981.00	477,478.00	267.5%
OTHER STATE REVENUE								
Pass-Through Revenues from State Sources		8587	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%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Other Local Revenue								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	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%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1,000.00	1,000.00	(444.67)	1,000.00	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%
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%
TOTAL, OTHER LOCAL REVENUE			1,000.00	1,000.00	(444.67)	1,000.00	0.00	0.0%
TOTAL, REVENUES			1,000.00	179,503.00	(444.67)	656,981.00		
CLASSIFIED SALARIES								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	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%

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)
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	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	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	6,000.00	6,000.00	0.00	0.00	6,000.00	100.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			6,000.00	6,000.00	0.00	0.00	6,000.00	100.0%
CAPITAL OUTLAY								
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	70,212.44	195,607.00	153,557.50	657,921.00	(462,314.00)	-236.3%
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	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%
TOTAL, CAPITAL OUTLAY			70,212.44	195,607.00	153,557.50	657,921.00	(462,314.00)	-236.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
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%
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)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			76,212.44	201,607.00	153,557.50	657,921.00		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
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%

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)
INTERFUND TRANSFERS OUT								
To: General Fund/CSSF		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%
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%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale/Lease-Purchase of Land/Buildings		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%
USES								
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%
CONTRIBUTIONS								
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	0.00	0.00	0.00		

Resource	Description	2022-23 Projected Totals
Total, Restricted Balance		0.00

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)
A. DISTRICT						
1. Total District Regular ADA 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)	1,739.44	1,527.74	1,533.89	1,771.02	243.28	16.0%
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA 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	0.0%
3. Total Basic Aid Open Enrollment Regular ADA 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	0.0%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	1,739.44	1,527.74	1,533.89	1,771.02	243.28	16.0%
5. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0.0%
b. Special Education-Special Day Class	6.15	6.15	6.23	8.99	2.84	46.0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0.0%
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	0.0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0.0%
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	6.15	6.15	6.23	8.99	2.84	46.0%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	1,745.59	1,533.89	1,540.12	1,780.01	246.12	16.0%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0.0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	January									
A. BEGINNING CASH			21,393,029.92	19,597,682.43	19,934,290.97	20,897,336.55	24,331,331.15	24,278,173.27	25,449,636.71	24,545,752.42
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		0.00	1,442,710.00	2,491,620.00	1,298,439.00	1,444,481.00	2,491,620.00	1,298,439.00	1,195,406.60
Property Taxes	8020-8079		0.00	188,884.57				0.00		
Miscellaneous Funds	8080-8099		0.00							
Federal Revenue	8100-8299		751.00	1,007,914.07	(328,323.79)	4,803,375.00	(397,442.10)	824,357.58	(102,112.24)	1,246,944.82
Other State Revenue	8300-8599		0.00	155,349.00	1,542,699.54	220,074.00	1,133,908.00	1,507,381.87	116,561.77	330,976.43
Other Local Revenue	8600-8799		454.47	78,162.34	87,778.17	122,296.10	75,502.11	74,156.69	169,639.59	61,293.66
Interfund Transfers In	8910-8929		0.00				0.00	151,591.00	25,265.16	25,265.17
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			1,205.47	2,873,019.98	3,793,773.92	6,444,184.10	2,256,449.01	5,049,107.14	1,507,793.28	2,859,886.68
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		160,685.41	1,247,722.17	1,102,609.47	1,426,155.05	1,237,911.34	1,222,336.27	1,180,253.88	1,403,700.28
Classified Salaries	2000-2999		228,448.06	406,598.30	358,666.03	480,894.91	410,242.63	388,691.47	379,637.37	380,271.55
Employee Benefits	3000-3999		131,542.44	850,641.87	2,006,827.36	735,318.94	660,563.79	655,718.59	617,259.79	743,772.90
Books and Supplies	4000-4999		35,310.94	61,926.26	403,637.32	43,382.84	55,242.83	78,292.91	(16,109.21)	215,396.93
Services	5000-5999		428,672.94	193,304.48	170,511.01	98,399.18	203,564.42	254,412.22	153,197.71	445,475.67
Capital Outlay	6000-6599		0.00	444.40	65,805.84	180.00	3,082.64	111.10	100,610.23	216,198.08
Other Outgo	7000-7499		0.00	(5,456.00)	(4,911.00)	(4,911.00)	35,467.00	4,911.00	4,911.00	56,253.20
Interfund Transfers Out	7600-7629		0.00				0.00	136,245.36	22,707.51	67,224.63

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			984,659.79	2,755,181.48	4,103,146.03	2,779,419.92	2,606,074.65	2,740,718.92	2,442,468.28	3,528,293.24
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199		0.00				0.00	0.00	0.00	500.00
Accounts Receivable	9200-9299		125,526.88	53,224.08	832,130.95	46,252.00	428,580.10	(565,608.88)	133,417.92	1,405.53
Due From Other Funds	9310						0.00	(151,591.00)	(25,265.16)	72,631.57
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	125,526.88	53,224.08	832,130.95	46,252.00	428,580.10	(717,199.88)	108,152.76	74,537.10
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599		937,416.71	(166,414.65)	(441,018.80)	276,110.24	131,320.42	(184,039.02)	89,976.53	89,524.42
Due To Other Funds	9610						0.00	(136,245.36)	(22,707.51)	199,805.37
Current Loans	9640									
Unearned Revenues	9650						0.00	739,217.35	9,304.45	0.00
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	937,416.71	(166,414.65)	(441,018.80)	276,110.24	131,320.42	418,932.97	76,573.47	289,329.79
Nonoperating										
Suspense Clearing	9910		(3.34)	(868.69)	(732.06)	(911.34)	(791.92)	(791.93)	(788.58)	977.57
TOTAL BALANCE SHEET ITEMS		0.00	(811,893.17)	218,770.04	1,272,417.69	(230,769.58)	296,467.76	(1,136,924.78)	30,790.71	(213,815.12)
E. NET INCREASE/DECREASE (B - C + D)			(1,795,347.49)	336,608.54	963,045.58	3,433,994.60	(53,157.88)	1,171,463.44	(903,884.29)	(882,221.68)
F. ENDING CASH (A + E)			19,597,682.43	19,934,290.97	20,897,336.55	24,331,331.15	24,278,173.27	25,449,636.71	24,545,752.42	23,663,530.74
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
ACTUALS THROUGH THE MONTH OF (Enter Month Name):	January								
A. BEGINNING CASH		23,663,530.74	23,950,547.55	23,592,180.30	22,709,958.56				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	2,364,644.85	1,195,406.60	1,195,406.60	2,316,759.15	0.00		18,734,932.80	18,734,933.00
Property Taxes	8020-8079		523,854.43	0.00	0.00			712,739.00	712,739.00
Miscellaneous Funds	8080-8099							0.00	0.00
Federal Revenue	8100-8299	1,246,944.82	1,246,944.82	1,246,944.82	1,246,944.82			12,043,243.62	12,043,243.63
Other State Revenue	8300-8599	330,976.43	330,976.43	330,976.43	330,976.43			6,330,856.33	6,330,856.34
Other Local Revenue	8600-8799	61,293.66	61,293.66	61,293.60	61,293.67			914,457.72	914,457.78
Interfund Transfers In	8910-8929	25,265.17	25,265.17	25,265.17	25,265.17			303,182.01	303,182.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		4,029,124.93	3,383,741.11	2,859,886.62	3,981,239.24	0.00	0.00	39,039,411.48	39,039,411.75
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,403,700.28	1,403,700.28	1,403,700.28	1,403,700.28	0.00		14,596,174.99	14,596,175.01
Classified Salaries	2000-2999	380,271.55	380,271.55	380,271.55	380,271.55			4,554,536.52	4,554,536.53
Employee Benefits	3000-3999	743,772.90	743,772.90	743,772.90	743,772.90			9,376,737.28	9,376,737.27
Books and Supplies	4000-4999	215,396.63	215,396.93	215,396.93	215,396.93			1,738,668.24	1,738,668.52
Services	5000-5999	445,475.67	445,475.67	445,475.67	445,475.67			3,729,440.31	3,729,440.31
Capital Outlay	6000-6599	216,198.08	216,198.08	216,198.08	216,198.08			1,251,224.61	1,251,224.61
Other Outgo	7000-7499	56,253.26	56,253.20	56,253.20	56,253.20			311,277.06	311,277.00
Interfund Transfers Out	7600-7629	67,224.63	67,224.63	67,224.63	67,224.63			495,076.02	495,076.01
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	Total	Budget
TOTAL DISBURSEMENTS		3,528,293.00	3,528,293.24	3,528,293.24	3,528,293.24	0.00	0.00	36,053,135.03	36,053,135.26
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	500.00	500.00	500.00	500.00			2,500.00	
Accounts Receivable	9200-9299	1,405.53	1,405.53	1,405.53	1,405.53			1,060,550.70	
Due From Other Funds	9310	72,631.57	72,631.57	72,631.57	72,631.57			186,301.69	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	0.00
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		74,537.10	74,537.10	74,537.10	74,537.10	0.00	0.00	1,249,352.39	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	89,524.42	89,524.42	89,524.42	89,524.42			1,090,973.53	
Due To Other Funds	9610	199,805.37	199,805.37	199,805.37	199,805.37			840,073.98	
Current Loans	9640							0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00			748,521.80	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		289,329.79	289,329.79	289,329.79	289,329.79	0.00	0.00	2,679,569.31	
Nonoperating									
Suspense Clearing	9910	977.57	977.57	977.57	977.57			(.01)	
TOTAL BALANCE SHEET ITEMS		(213,815.12)	(213,815.12)	(213,815.12)	(213,815.12)	0.00	0.00	(1,430,216.93)	
E. NET INCREASE/DECREASE (B - C + D)		287,016.81	(358,367.25)	(882,221.74)	239,130.88	0.00	0.00	1,556,059.52	2,986,276.49
F. ENDING CASH (A + E)		23,950,547.55	23,592,180.30	22,709,958.56	22,949,089.44				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								22,949,089.44	

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: March 06, 2023 Signed: _____
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

X 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: Teresa Santamaria Telephone: (559) 925-2620

Title: Chief Business Official E-mail: tsantama@central.k12.ca.us

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?	X	
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2021-22) annual payment?	n/a	
		• 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?	n/a	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, have there been changes since first interim in OPEB liabilities?	n/a	
S7b	Other Self-Insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?	X	
		• If yes, have there been changes since first interim in self-insurance liabilities?	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)	X	
		• Classified? (Section S8B, Line 1b)	X	
		• Management/supervisor/confidential? (Section S8C, Line 1b)	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)	n/a	
		• Classified? (Section S8B, Line 3)	n/a	
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	

Section I - Expenditures	Funds 01, 09, and 62 Goals	Functions	Objects	2022-23 Expenditures
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	36,053,135.26
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	2,004,171.38
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	76,528.85
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	1,083,899.67
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	495,076.01
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)				1,655,504.53
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	277,541.37
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)				32,671,000.72

Section II - Expenditures Per ADA	2022-23 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form AI, Column C, sum of lines A6 and C9)*	1,540.12
B. Expenditures per ADA (Line I.E divided by Line II.A)	21,213.28

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
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.)	0.00	0.00
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)	0.00	0.00
B. Required effort (Line A.2 times 90%)	0.00	0.00

C. Current year expenditures (Line I.E and Line II.B)	32,671,000.72	21,213.28
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 Calculation Incomplete	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2024-25 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) — 662,266.75
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) — 27,575,049.06

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) — 2.40%

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

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) — 1,290,412.15
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
   (Function 7700, objects 1000-5999, minus Line B10) — 410,950.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	20,750.00
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)	72,105.74
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)	1,794,217.89
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	1,794,217.89
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	21,774,015.03
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	4,227,529.74
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	1,525,195.94
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	76,528.85
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)	795,352.44
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)	304,366.17
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)	98,736.65
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)	2,932,299.93
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)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	758,436.06
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)	32,492,460.81
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)	5.52%
D. Preliminary Proposed Indirect Cost Rate **(For final approved fixed-with-carry-forward rate for use in 2024-25 see www.cde.ca.gov/fg/ac/ic)** (Line A10 divided by Line B19)	5.52%

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.

A. Indirect costs incurred in the current year (Part III, Line A8)	1,794,217.89
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	788,909.69
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (9.61%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (9.61%) times Part III, Line B19) or (the highest rate used to recover costs from any program (0%) times Part III, Line B19); zero if positive	0.00
D. Preliminary carry-forward adjustment (Line C1 or C2)	0.00
E. Optional allocation of negative carry-forward adjustment over more than one year	
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.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	not applicable
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:	not applicable
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:	not applicable
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	0.00

Approved indirect cost rate:	9.61%
Highest rate used in any program:	0.00%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	19,447,672.00	2.64%	19,960,777.00	(2.74%)	19,412,936.00
2. Federal Revenues	8100-8299	8,481,495.07	0.00%	8,481,495.07	0.00%	8,481,495.07
3. Other State Revenues	8300-8599	1,253,188.00	0.00%	1,253,188.00	0.00%	1,253,188.00
4. Other Local Revenues	8600-8799	149,394.78	.41%	150,000.00	0.00%	150,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	303,182.00	0.00%	303,182.00	0.00%	303,182.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(2,178,482.68)	(13.77%)	(1,878,482.00)	0.00%	(1,878,482.00)
6. Total (Sum lines A1 thru A5c)		27,456,449.17	2.96%	28,270,160.07	(1.94%)	27,722,319.07
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				13,231,895.01		13,496,895.01
b. Step & Column Adjustment				265,000.00		270,000.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	13,231,895.01	2.00%	13,496,895.01	2.00%	13,766,895.01
2. Classified Salaries						
a. Base Salaries				3,936,620.42		4,015,420.42
b. Step & Column Adjustment				78,800.00		80,310.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,936,620.42	2.00%	4,015,420.42	2.00%	4,095,730.42
3. Employee Benefits	3000-3999	7,178,139.16	2.00%	7,322,000.00	2.00%	7,468,440.00
4. Books and Supplies	4000-4999	915,155.95	4.00%	951,761.00	4.00%	989,834.00
5. Services and Other Operating Expenditures	5000-5999	2,330,607.41	3.99%	2,423,520.00	4.00%	2,520,460.00
6. Capital Outlay	6000-6999	954,671.00	4.00%	992,858.00	4.00%	1,032,572.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	78,485.00	0.00%	78,485.00	0.00%	78,485.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	495,076.01	0.00%	495,076.01	0.00%	495,076.01
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)		29,120,649.96	2.25%	29,776,015.44	2.26%	30,447,492.44
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(1,664,200.79)		(1,505,855.37)		(2,725,173.37)
D. FUND BALANCE						
1.Net Beginning Fund Balance(Form 01I, line F1e)		17,645,250.01		15,981,049.22		14,475,193.85
2. Ending Fund Balance (Sum lines C and D1)		15,981,049.22		14,475,193.85		11,750,020.48
3. Components of Ending Fund Balance (Form 01I)						
a. Nonspendable	9710-9719	2,500.00		2,500.00		2,500.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	4,000,000.00		4,000,000.00		4,000,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,100,000.00		1,110,000.00		1,138,309.54

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
2. Unassigned/Unappropriated	9790	10,878,549.22		9,362,693.85		6,609,210.94
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		15,981,049.22		14,475,193.85		11,750,020.48
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,100,000.00		1,110,000.00		1,138,309.54
c. Unassigned/Unappropriated	9790	10,878,549.22		9,362,693.85		6,609,210.94
(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)		11,978,549.22		10,472,693.85		7,747,520.48

F. ASSUMPTIONS

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 01I) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	3,561,748.56	(43.85%)	2,000,000.00	0.00%	2,000,000.00
3. Other State Revenues	8300-8599	5,077,668.34	(21.22%)	4,000,000.00	(12.50%)	3,500,000.00
4. Other Local Revenues	8600-8799	765,063.00	(2.62%)	745,000.00	(.67%)	740,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	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	2,178,482.68	(13.77%)	1,878,482.00	0.00%	1,878,482.00
6. Total (Sum lines A1 thru A5c)		11,582,962.58	(25.55%)	8,623,482.00	(5.86%)	8,118,482.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,364,280.00		1,391,580.00
b. Step & Column Adjustment				27,300.00		27,900.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,364,280.00	2.00%	1,391,580.00	2.00%	1,419,480.00
2. Classified Salaries						
a. Base Salaries				617,916.11		630,276.11
b. Step & Column Adjustment				12,360.00		12,605.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	617,916.11	2.00%	630,276.11	2.00%	642,881.11
3. Employee Benefits	3000-3999	2,198,598.11	5.00%	2,308,530.00	5.00%	2,423,956.00
4. Books and Supplies	4000-4999	823,512.57	5.00%	864,667.00	5.00%	907,900.00
5. Services and Other Operating Expenditures	5000-5999	1,398,832.90	5.00%	1,468,774.00	5.00%	1,542,200.00
6. Capital Outlay	6000-6999	296,553.61	5.00%	311,380.00	5.00%	326,950.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	232,792.00	0.00%	232,792.00	0.00%	232,792.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	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)		6,932,485.30	3.97%	7,207,999.11	4.00%	7,496,159.11
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		4,650,477.28		1,415,482.89		622,322.89
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01I, line F1e)		2,317,562.97		6,968,040.25		8,383,523.14
2. Ending Fund Balance (Sum lines C and D1)		6,968,040.25		8,383,523.14		9,005,846.03
3. Components of Ending Fund Balance (Form 01I)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	6,968,040.25		8,383,523.14		9,005,846.03
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		6,968,040.25		8,383,523.14		9,005,846.03
E. AVAILABLE RESERVES						
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)						

F. ASSUMPTIONS

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 01I) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	19,447,672.00	2.64%	19,960,777.00	(2.74%)	19,412,936.00
2. Federal Revenues	8100-8299	12,043,243.63	(12.97%)	10,481,495.07	0.00%	10,481,495.07
3. Other State Revenues	8300-8599	6,330,856.34	(17.02%)	5,253,188.00	(9.52%)	4,753,188.00
4. Other Local Revenues	8600-8799	914,457.78	(2.13%)	895,000.00	(.56%)	890,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	303,182.00	0.00%	303,182.00	0.00%	303,182.00
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)		39,039,411.75	(5.50%)	36,893,642.07	(2.85%)	35,840,801.07
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				14,596,175.01		14,888,475.01
b. Step & Column Adjustment				292,300.00		297,900.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	14,596,175.01	2.00%	14,888,475.01	2.00%	15,186,375.01
2. Classified Salaries						
a. Base Salaries				4,554,536.53		4,645,696.53
b. Step & Column Adjustment				91,160.00		92,915.00
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	4,554,536.53	2.00%	4,645,696.53	2.00%	4,738,611.53
3. Employee Benefits	3000-3999	9,376,737.27	2.71%	9,630,530.00	2.72%	9,892,396.00
4. Books and Supplies	4000-4999	1,738,668.52	4.47%	1,816,428.00	4.48%	1,897,734.00
5. Services and Other Operating Expenditures	5000-5999	3,729,440.31	4.37%	3,892,294.00	4.38%	4,062,660.00
6. Capital Outlay	6000-6999	1,251,224.61	4.24%	1,304,238.00	4.24%	1,359,522.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	311,277.00	0.00%	311,277.00	0.00%	311,277.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	495,076.01	0.00%	495,076.01	0.00%	495,076.01
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)		36,053,135.26	2.58%	36,984,014.55	2.59%	37,943,651.55
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		2,986,276.49		(90,372.48)		(2,102,850.48)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01I, line F1e)		19,962,812.98		22,949,089.47		22,858,716.99
2. Ending Fund Balance (Sum lines C and D1)		22,949,089.47		22,858,716.99		20,755,866.51
3. Components of Ending Fund Balance (Form 01I)						
a. Nonspendable	9710-9719	2,500.00		2,500.00		2,500.00
b. Restricted	9740	6,968,040.25		8,383,523.14		9,005,846.03
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	4,000,000.00		4,000,000.00		4,000,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,100,000.00		1,110,000.00		1,138,309.54

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
2. Unassigned/Unappropriated	9790	10,878,549.22		9,362,693.85		6,609,210.94
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		22,949,089.47		22,858,716.99		20,755,866.51
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,100,000.00		1,110,000.00		1,138,309.54
c. Unassigned/Unappropriated	9790	10,878,549.22		9,362,693.85		6,609,210.94
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
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)		11,978,549.22		10,472,693.85		7,747,520.48
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		33.22%		28.32%		20.42%
F. RECOMMENDED RESERVES						
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)		1,533.89		1,533.90		1,533.90
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		36,053,135.26		36,984,014.55		37,943,651.55
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)		36,053,135.26		36,984,014.55		37,943,651.55
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)		1,081,594.06		1,109,520.44		1,138,309.55
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)		1,081,594.06		1,109,520.44		1,138,309.55
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

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				
01I GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					303,182.00	495,076.01		
Fund Reconciliation								
08I 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								
09I 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								
10I SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11I ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12I CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13I CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					222,585.29	0.00		
Fund Reconciliation								
14I DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15I PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17I SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18I SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19I FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20I SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					272,490.72	303,182.00		
Fund Reconciliation								
21I BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25I CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30I STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35I COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40I SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49I CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51I BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52I DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53I TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56I DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57I FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61I CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62I CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63I OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66I WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67I SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71I RETIREE BENEFIT FUND								
Expenditure Detail					0.00			
Other Sources/Uses Detail								
Fund Reconciliation								
73I FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76I WARRANT/PASS-THROUGH FUND								

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				
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
951 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	798,258.01	798,258.01		

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: -2.0% to +2.0%

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 (2022-23)				
District Regular	1,777.25	1,771.02		
Charter School	0.00	0.00		
Total ADA	**1,777.25**	**1,771.02**	**(.4%)**	**Met**
1st Subsequent Year (2023-24)				
District Regular	1,706.54	1,675.85		
Charter School				
Total ADA	**1,706.54**	**1,675.85**	**(1.8%)**	**Met**
2nd Subsequent Year (2024-25)				
District Regular	1,638.84	1,580.68		
Charter School				
Total ADA	**1,638.84**	**1,580.68**	**(3.5%)**	**Not Met**

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)

ADA continues to decline.

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 First Interim (Form 01CSI, Item 2A)	Second Interim CBEDS/Projected	Percent Change	Status
Current Year (2022-23)				
District Regular	1,708.00	1,675.00		
Charter School				
Total Enrollment	**1,708.00**	**1,675.00**	**(1.9%)**	**Met**
1st Subsequent Year (2023-24)				
District Regular	1,708.00	1,675.00		
Charter School				
Total Enrollment	**1,708.00**	**1,675.00**	**(1.9%)**	**Met**
2nd Subsequent Year (2024-25)				
District Regular	1,708.00	1,675.00		
Charter School				
Total Enrollment	**1,708.00**	**1,675.00**	**(1.9%)**	**Met**

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 (2019-20)			
District Regular	1,800	1,875	
Charter School			
Total ADA/Enrollment	**1,800**	**1,875**	**96.0%**
Second Prior Year (2020-21)			
District Regular	1,810	1,783	
Charter School			
Total ADA/Enrollment	**1,810**	**1,783**	**101.5%**
First Prior Year (2021-22)			
District Regular	1,810	1,753	
Charter School			
Total ADA/Enrollment	**1,810**	**1,753**	**103.3%**
		Historical Average Ratio:	100.3%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**100.8%**

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 (2022-23)				
District Regular	1,534	1,675		
Charter School	0			
Total ADA/Enrollment	**1,534**	**1,675**	**91.6%**	**Met**
1st Subsequent Year (2023-24)				
District Regular	1,534	1,675		
Charter School				
Total ADA/Enrollment	**1,534**	**1,675**	**91.6%**	**Met**
2nd Subsequent Year (2024-25)				
District Regular	1,534	1,675		
Charter School				
Total ADA/Enrollment	**1,534**	**1,675**	**91.6%**	**Met**

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: -2.0% to +2.0%

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.

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089) First Interim (Form 01CSI, Item 4A)	Second Interim Projected Year Totals	Percent Change	Status
Current Year (2022-23)	19,362,076.42	19,447,672.00	.4%	Met
1st Subsequent Year (2023-24)	19,642,575.00	19,960,777.00	1.6%	Met
2nd Subsequent Year (2024-25)	19,489,675.00	19,412,935.00	(.4%)	Met

4B. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - LCFF revenue has 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)

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) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2019-20)	19,241,917.87	22,005,446.29	87.4%
Second Prior Year (2020-21)	19,012,536.48	21,966,549.86	86.6%
First Prior Year (2021-22)	25,128,865.30	31,519,933.24	79.7%
		Historical Average Ratio:	84.6%

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	3%	3%	3%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**81.6% to 87.6%**	**81.6% to 87.6%**	**81.6% to 87.6%**

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) Salaries and Benefits (Form 01I, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 01I, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Current Year (2022-23)	24,346,654.59	28,625,573.95	85.1%	Met
1st Subsequent Year (2023-24)	24,834,315.43	29,280,939.43	84.8%	Met
2nd Subsequent Year (2024-25)	25,331,065.43	29,952,416.43	84.6%	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 (2022-23)	10,816,512.07	12,043,243.63	11.3%	Yes
1st Subsequent Year (2023-24)	10,116,495.07	10,481,495.07	3.6%	No
2nd Subsequent Year (2024-25)	10,116,495.07	10,481,495.07	3.6%	No
Explanation: (required if Yes)	There are one time revenues that are not included in future years.			
Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)				
Current Year (2022-23)	3,550,443.00	6,330,856.34	78.3%	Yes
1st Subsequent Year (2023-24)	2,683,072.00	5,253,188.00	95.8%	Yes
2nd Subsequent Year (2024-25)	2,683,072.00	4,753,188.00	77.2%	Yes
Explanation: (required if Yes)	Additional onetime revenues received/budgeted after first interim; not included in future years.			
Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)				
Current Year (2022-23)	888,080.02	914,457.78	3.0%	No
1st Subsequent Year (2023-24)	923,198.00	895,000.00	-3.1%	No
2nd Subsequent Year (2024-25)	948,848.00	890,000.00	-6.2%	Yes
Explanation: (required if Yes)	Lower projected revenues will yield lower interesst income,			
Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)				
Current Year (2022-23)	1,624,116.24	1,738,668.52	7.1%	Yes
1st Subsequent Year (2023-24)	1,351,165.29	1,816,428.00	34.4%	Yes
2nd Subsequent Year (2024-25)	1,379,025.29	1,897,734.00	37.6%	Yes
Explanation: (required if Yes)	Spending more as the Covid pandemic situation has improved, and also spending down additional monies received			
Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)				
Current Year (2022-23)	3,463,003.38	3,729,440.31	7.7%	Yes
1st Subsequent Year (2023-24)	3,447,902.00	3,892,294.00	12.9%	Yes
2nd Subsequent Year (2024-25)	3,495,477.00	4,062,660.00	16.2%	Yes
Explanation: (required if Yes)	Spending more as the Covid pandemic situation has improved, and also spending down additional monies received			

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
Total Federal, Other State, and Other Local Revenue (Section 6A)				
Current Year (2022-23)	15,255,035.09	19,288,557.75	26.4%	Not Met
1st Subsequent Year (2023-24)	13,722,765.07	16,629,683.07	21.2%	Not Met
2nd Subsequent Year (2024-25)	13,748,415.07	16,124,683.07	17.3%	Not Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2022-23)	5,087,119.62	5,468,108.83	7.5%	Not Met
1st Subsequent Year (2023-24)	4,799,067.29	5,708,722.00	19.0%	Not Met
2nd Subsequent Year (2024-25)	4,874,502.29	5,960,394.00	22.3%	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 NOT MET - One or more projected operating revenue 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: Federal Revenue (linked from 6A if NOT met)
There are one time revenues that are not included in future years.

Explanation: Other State Revenue (linked from 6A if NOT met)
Additional onetime revenues received/budgeted after first interim; not included in future years.

Explanation: Other Local Revenue (linked from 6A if NOT met)
Lower projected revenues will yield lower interesst income,

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)
Spending more as the Covid pandemic situation has improved, and also spending down additional monies received

Explanation: Services and Other Exps (linked from 6A if NOT met)
Spending more as the Covid pandemic situation has improved, and also spending down additional monies received

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. Statutes exclude the following resource codes from the total general fund expenditures calculation: 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690.

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	911,697.88	848,112.00	Not Met
2.	First Interim Contribution (information only) (Form 01CSI, First Interim, Criterion 7, Line 1)		848,112.00	

If status is not met, enter an X in the box that best describes why the minimum required contribution was not made:

	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
X	Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

Will recalculate this year's contribution when we do estimated actual during budget preparation for next year.

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[1] as a percentage of total expenditures and other financing uses[2] in any of the current fiscal year or two subsequent fiscal years.

[1]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.

[2]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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District's Available Reserve Percentages (Criterion 10C, Line 9)	33.2%	28.3%	20.4%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	**11.1%**	**9.4%**	**6.8%**

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.

	Projected Year Totals			
Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01I, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 01I, Objects 1000-7999) (Form MYPI, Line B11)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Current Year (2022-23)	(1,664,200.79)	29,120,649.96	5.7%	Met
1st Subsequent Year (2023-24)	(1,505,855.37)	29,776,015.44	5.1%	Met
2nd Subsequent Year (2024-25)	(2,725,173.37)	30,447,492.44	9.0%	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)

Lower revenue projections and higher expenditures projections resulted to higher deficit spending.

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.

Fiscal Year	Ending Fund Balance General Fund Projected Year Totals (Form 01I, Line F2) (Form MYPI, Line D2)	Status
Current Year (2022-23)	22,949,089.47	Met
1st Subsequent Year (2023-24)	22,858,716.99	Met
2nd Subsequent Year (2024-25)	20,755,866.51	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.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2022-23)	22,949,089.44	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[1] for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

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 $75,000 (greater of)	0	to 300
4% or $75,000 (greater of)	301	to 1,000
3%	1,001	to 30,000
2%	30,001	to 400,000
1%	400,001	and over

[1] 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.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

[3] 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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4; Subsequent Years, Form MYPI, Line F2, if available.)	1,533.89	1,533.90	1,533.90
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):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? **No**
2. If you are the SELPA AU and are excluding special education pass-through funds:
   a. Enter the name(s) of the SELPA(s):

	Current Year Projected Year Totals (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Expenditures and Other Financing Uses (Form 01I, objects 1000-7999) (Form MYPI, Line B11)	36,053,135.26	36,984,014.55	37,943,651.55
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)	36,053,135.26	36,984,014.55	37,943,651.55
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,081,594.06	1,109,520.44	1,138,309.55

6. Reserve Standard - by Amount ($75,000 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)	**1,081,594.06**	**1,109,520.44**	**1,138,309.55**

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 (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
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)	1,100,000.00	1,110,000.00	1,138,309.54
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	10,878,549.22	9,362,693.85	6,609,210.94
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)	0.00	0.00	0.00
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)	11,978,549.22	10,472,693.85	7,747,520.48
9. District's Available Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	33.22%	26.32%	20.42%
District's Reserve Standard (Section 10B, Line 7):	**1,081,594.06**	**1,109,520.44**	**1,138,309.55**
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)

SUPPLEMENTAL INFORMATION

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
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2022-23)	(2,178,482.68)	(2,178,482.68)	0.0%	0.00	Met
1st Subsequent Year (2023-24)	(2,178,482.68)	(1,878,482.00)	-13.8%	(300,000.68)	Not Met
2nd Subsequent Year (2024-25)	(2,178,482.68)	(1,878,482.00)	-13.8%	(300,000.68)	Not Met
1b. Transfers In, General Fund *					
Current Year (2022-23)	303,182.00	303,182.00	0.0%	0.00	Met
1st Subsequent Year (2023-24)	303,182.00	303,182.00	0.0%	0.00	Met
2nd Subsequent Year (2024-25)	303,182.00	303,182.00	0.0%	0.00	Met
1c. Transfers Out, General Fund *					
Current Year (2022-23)	495,076.01	495,076.01	0.0%	0.00	Met
1st Subsequent Year (2023-24)	495,076.01	495,076.01	0.0%	0.00	Met
2nd Subsequent Year (2024-25)	495,076.01	495,076.01	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)

Revenues and expenditures were recalculated and resulted to lower projected contributions to restricted programs.

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)

S6. **Long-term Commitments**

Identify all existing and new multiyear commitments[1] and their annual required payment for the current fiscal year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also, explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: If First Interim data exist (Form 01CSI, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no First Interim data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

1. a. Does your district have long-term (multiyear) commitments?
   (If No, skip items 1b and 2 and sections S6B and S6C)

   No

   b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since first interim projections?

   N/A

2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	SACS Fund and Object Codes Used For: Debt Service (Expenditures)	Principal Balance as of July 1, 2022-23
Capital Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
TOTAL:				0

Type of Commitment (continued)	Prior Year (2021-22) Annual Payment (P & I)	Current Year (2022-23) Annual Payment (P & I)	1st Subsequent Year (2023-24) Annual Payment (P & I)	2nd Subsequent Year (2024-25) Annual Payment (P & I)
Capital Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2021-22)?		**No**	**No**	**No**

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

	First Interim (Form 01CSI, Item S7A)	Second Interim
a. Total OPEB liability	4,530,182.00	4,530,182.00
b. OPEB plan(s) fiduciary net position (if applicable)		
c. Total/Net OPEB liability (Line 2a minus Line 2b)	4,530,182.00	4,530,182.00

d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial	
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation.	Jun 30, 2022	Jun 30, 2022

3 OPEB Contributions

	First Interim (Form 01CSI, Item S7A)	Second Interim
a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method		
Current Year (2022-23)	0.00	
1st Subsequent Year (2023-24)	0.00	
2nd Subsequent Year (2024-25)	0.00	

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)

Current Year (2022-23)	290,133.00	290,133.00
1st Subsequent Year (2023-24)	290,133.00	290,133.00
2nd Subsequent Year (2024-25)	290,133.00	290,133.00

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

Current Year (2022-23)	281,149.00	281,149.00
1st Subsequent Year (2023-24)	317,857.00	317,857.00
2nd Subsequent Year (2024-25)	269,525.00	269,525.00

d. Number of retirees receiving OPEB benefits

Current Year (2022-23)	18	18
1st Subsequent Year (2023-24)	18	18
2nd Subsequent Year (2024-25)	18	18

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

	First Interim (Form 01CSI, Item S7B)	Second Interim
a. Accrued liability for self-insurance programs		
b. Unfunded liability for self-insurance programs		

3 Self-Insurance Contributions

	First Interim (Form 01CSI, Item S7B)	Second Interim
a. Required contribution (funding) for self-insurance programs		
Current Year (2022-23)		
1st Subsequent Year (2023-24)		
2nd Subsequent Year (2024-25)		
b. Amount contributed (funded) for self-insurance programs		
Current Year (2022-23)		
1st Subsequent Year (2023-24)		
2nd Subsequent Year (2024-25)		

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) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of certificated (non-management) full-time-equivalent (FTE) positions	103.0	104.0	104.0	104.0

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

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

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: End Date:

5. Salary settlement:

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% 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	

		Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
7.	Amount included for any tentative salary schedule increases			

Certificated (Non-management) Health and Welfare (H&W) Benefits

		Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are costs of H&W benefit changes included in the interim and MYPs?			
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year			

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?

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

		Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are step & column adjustments included in the interim and MYPs?			
2.	Cost of step & column adjustments			
3.	Percent change in step & column over prior year			

Certificated (Non-management) Attrition (layoffs and retirements)

		Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are savings from attrition included in the interim and MYPs?			
2.	Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?			

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? Yes

If Yes, complete number of FTEs, then skip to section S8C.

If No, continue with section S8B.

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified (non-management) FTE positions	130.0	131.0	131.0	131.0

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:

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

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: End Date:

5. Salary settlement:

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% 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

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
7. Amount included for any tentative salary schedule increases			

Classified (Non-management) Health and Welfare (H&W) Benefits

		Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are costs of H&W benefit changes included in the interim and MYPs?			
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year			

Classified (Non-management) Prior Year Settlements Negotiated Since First Interim

Are any new costs negotiated since first interim projections 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:

Classified (Non-management) Step and Column Adjustments

		Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are step & column adjustments included in the interim and MYPs?			
2.	Cost of step & column adjustments			
3.	Percent change in step & column over prior year			

Classified (Non-management) Attrition (layoffs and retirements)

		Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are savings from attrition included in the interim and MYPs?			
2.	Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?			

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? Yes

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) (2021-22)	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of management, supervisor, and confidential FTE positions	18.0	18.0	18.0	18.0

1a Have any salary and benefit negotiations been settled since first interim projections? n/a

If Yes, complete question 2.

If No, complete questions 3 and 4.

1b Are any salary and benefit negotiations still unsettled? No

If Yes, complete questions 3 and 4.

Negotiations Settled Since First Interim Projections

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
2. Salary settlement:			
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	Yes	Yes	Yes
Total cost of salary settlement			
Change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are costs of H&W benefit changes included in the interim and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential Step and Column Adjustments

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are step & column adjustments included in the interim and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step and column over prior year			

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

	Current Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. Are costs of other benefits included in the interim and MYPs?			
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

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.

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

CENTRAL UNION SCHOOL DISTRICT
RESOLUTION #C-03-06-2023

BEFORE THE BOARD OF TRUSTEES
OF THE CENTRAL UNION SCHOOL DISTRICT
KINGS COUNTY, CALIFORNIA

IN THE MATTER OF

BUDGET TRANSFERS and REVISIONS - FISCAL YEAR 2022-23

WHEREAS, it is anticipated that minor budget revisions will be required and expenditures during the remainder of the school year may exceed the remaining balances in certain budget classifications; and

WHEREAS, it is the desire of this Board to avoid delays in budget transfers and payment of liabilities of the District which may result if the Governing Board is required to adopt resolutions for budget transfers within a fund for the remainder of the school year; and

WHEREAS, Section 42601 of the Education Code provides for the eventuality of budget transfers required at the close of the fiscal year by authorizing the Governing Board of the School District to delegate to the Superintendent or the Deputy Superintendent the power to make such transfers as may be necessary to permit the payment of obligations incurred during the fiscal year.

NOW, THEREFORE, BE IT RESOLVED, that the Superintendent or Superintendent's Designee is hereby authorized and directed to make such business transfers as may be needed between the undistributed reserves, or reserves for contingencies and the various expenditures and/or revenue classifications, or balance any expenditure and/or revenue classifications, to permit the payment of obligations of the District incurred in the fiscal year 2022-23.

BE IT FURTHER RESOLVED, the Board of Trustees of the Central Union Elementary School District directs the transfers for the attached budget revisions be made as indicated.

The foregoing Resolution was adopted at a regular meeting of the Board of Trustees of the Central Union Elementary School District on this 6th day of March 2023, by the following vote:

	AYE	NO	ABSTAIN	ABSENT
Dale Davidson, Trustee Area 1	☐	☐	☐	☐
Jeffrey Gilcrease, Trustee Area 2	☐	☐	☐	☐
Vacant, Trustee Area 3	☐	☐	☐	☐
Vacant, Trustee Area 4	☐	☐	☐	☐
Ceil Howe, III, Trustee Area 5	☐	☐	☐	☐

I, Jeffrey Gilcrease, Clerk of the Board of Trustees of the Central Union School District, do hereby certify that the foregoing Resolution was regularly introduced, passed and adopted by the Board of Trustees at its meeting held on March 6, 2023.

_____

Jeffrey Gilcrease, Clerk
Board of Trustees
Central Union School District
Kings County, California

Fund: 0100 General Fund

FD---RE---Y-GO---FN---OB-----SI--L1-L2	Revised	Adjustments	Proposed
Income			
0100-1100-0-1110-2420-869900-222-00-0000	$0.00	$17.00	$17.00
0100-0038-0-0000-0000-869900-222-00-0000	$0.00	$250.00	$250.00
0100-0038-0-0000-0000-869900-424-00-0000	$0.00	$1,300.00	$1,300.00
0100-1100-0-1110-2420-869900-424-00-0000	$0.00	$2,010.76	$2,010.76
0100-0038-0-1110-1000-869900-424-00-0000	$0.00	$25,300.00	$25,300.00
0100-4127-0-0000-0000-899000-000-00-0000	($30,846.00)	$9,081.47	($21,764.53)
0100-4035-0-0000-0000-899000-000-00-0000	$30,846.00	($9,081.47)	$21,764.53
0100-0000-0-0000-0000-801100-000-00-0000	$13,922,460.00	$135,520.00	$14,057,980.00
0100-1400-0-0000-0000-801200-000-00-0000	$4,669,701.00	$7,252.00	$4,676,953.00
0100-0000-0-0000-0000-802100-000-00-0000	$23,420.53	($16,360.53)	$7,060.00
0100-0000-0-0000-0000-802900-000-00-0000	$5,966.55	($5,966.55)	$0.00
0100-0000-0-0000-0000-804100-000-00-0000	$867,644.82	$43,963.18	$911,608.00
0100-0000-0-0000-0000-804200-000-00-0000	$45,445.18	$14,298.82	$59,744.00
0100-0000-0-0000-0000-804300-000-00-0000	$20,019.72	($20,019.72)	$0.00
0100-0000-0-0000-0000-804400-000-00-0000	$10,101.52	$8,251.48	$18,353.00
0100-0000-0-0000-0000-804500-000-00-0000	($208,772.13)	($80,628.87)	($289,401.00)
0100-0000-0-0000-0000-804700-000-00-0000	$6,089.23	($714.23)	$5,375.00
0100-3310-0-5760-0000-818100-000-00-0000	$92,645.99	($20,759.99)	$71,886.00
0100-5634-0-0000-0000-829000-000-00-0000	$0.00	$1,549.00	$1,549.00
0100-4511-0-0000-0000-829000-000-00-0000	$6,193.00	$5,956.33	$12,149.33
0100-4203-0-0000-0000-829000-000-00-0000	$15,093.00	$2,796.00	$17,889.00
0100-4127-0-0000-0000-829000-000-00-0000	$30,846.00	($9,081.47)	$21,764.53
0100-3217-0-0000-0000-829000-000-00-0000	$0.00	$38,958.00	$38,958.00
0100-4035-0-0000-0000-829000-000-00-0000	$50,988.00	($8,316.00)	$42,672.00
0100-3210-0-0000-0000-829000-000-00-0000	$55,291.01	($5,744.61)	$49,546.40
0100-3218-0-0000-0000-829000-000-00-0000	$0.00	$110,592.00	$110,592.00
0100-3216-0-0000-0000-829000-000-00-0000	$0.00	$169,776.00	$169,776.00
0100-3219-0-0000-0000-829000-000-00-0000	$0.00	$190,646.00	$190,646.00
0100-3010-0-0000-0000-829000-000-00-0000	$342,631.00	($57,572.00)	$285,059.00
0100-3214-0-0000-0000-829000-000-00-0000	$555,153.00	($202,635.50)	$352,517.50
0100-3213-0-0000-0000-829000-000-00-0000	$399,499.00	$1,010,567.80	$1,410,066.80
0100-0026-0-8100-5900-855000-520-00-0000	$0.00	$55,817.00	$55,817.00
0100-0000-0-0000-8500-859000-121-00-7590	$407,976.00	($407,976.00)	$0.00
0100-0000-0-0000-8500-859000-121-00-7591	$513,195.00	($513,195.00)	$0.00
0100-7425-0-0000-0000-859000-000-00-0000	$167,683.00	($167,683.00)	$0.00
0100-7210-0-0000-0000-859000-000-00-0000	$58,583.00	($5,000.00)	$53,583.00
0100-6546-0-5760-0000-859000-000-00-0000	$17,950.00	$76,518.00	$94,468.00
0100-6547-0-0000-0000-859000-000-00-0000	$24,803.00	$105,741.00	$130,544.00
0100-6053-0-0000-0000-859000-000-00-0000	$1,389.00	$136,335.00	$137,724.00
0100-7422-0-0000-0000-859000-000-00-0000	$167,683.00	$42,317.34	$210,000.34
0100-0000-0-0000-8500-859000-525-00-7590	$0.00	$407,976.00	$407,976.00
0100-0000-0-0000-8500-859000-525-00-7591	$0.00	$513,195.00	$513,195.00
0100-6762-0-0000-0000-859000-000-00-0000	$0.00	$532,032.00	$532,032.00
0100-7435-0-0000-0000-859000-000-00-0000	$0.00	$939,528.00	$939,528.00

Fund: 0100 General Fund

FD---RE---Y-GO---FN---OB-----SI--L1-L2	Revised	Adjustments	Proposed
Income			
0100-2600-0-0000-0000-859000-000-00-0000	$249,770.00	$1,064,808.00	$1,314,578.00
0100-0050-0-0000-7700-869900-121-00-0000	$2,500.00	($2,500.00)	$0.00
***Income Total	$22,521,948.42	$4,119,118.24	$26,641,066.66
Expenses			
0100-6500-0-5760-1120-340100-424-00-0000	$16,710.00	($16,710.00)	$0.00
0100-6537-0-5760-1110-580022-000-00-0000	$0.00	$3,500.00	$3,500.00
0100-3217-0-0000-7410-580022-121-37-0701	$0.00	$4,500.00	$4,500.00
0100-3213-0-0000-7410-580022-121-35-0301	$0.00	$6,700.00	$6,700.00
0100-6266-0-0000-7410-580022-121-36-0203	$0.00	$12,000.00	$12,000.00
0100-6266-0-0000-7410-580022-121-36-0208	$0.00	$15,000.00	$15,000.00
0100-6266-0-0000-7410-580022-121-36-0207	$10,000.00	$5,000.00	$15,000.00
0100-6266-0-0000-7410-580022-121-36-0206	$14,000.00	$10,000.00	$24,000.00
0100-3213-0-0000-7410-580022-000-00-0000	$200,000.00	($40,130.50)	$159,869.50
0100-3212-0-0000-7700-590010-121-00-0000	$0.00	$19,000.00	$19,000.00
0100-3212-0-0000-8500-620000-525-00-7588	$250,000.00	($250,000.00)	$0.00
0100-3210-0-0000-8500-620000-525-00-7590	$0.00	$1,519.10	$1,519.10
0100-3210-0-0000-8500-620000-525-00-0000	$2,209.84	$401.01	$2,610.85
0100-3212-0-0000-8500-620000-525-00-7589	$0.00	$100,000.00	$100,000.00
0100-0010-0-1110-2700-340100-424-00-0000	$16,711.00	($16,711.00)	$0.00
0100-3010-0-0000-2110-340100-121-00-0000	$10,630.00	($6,049.84)	$4,580.16
0100-3010-0-0000-2110-340100-121-31-0307	$0.00	$5,000.00	$5,000.00
0100-3310-0-5760-1120-340100-323-00-0000	$16,710.00	($5,759.99)	$10,950.01
0100-7422-0-1110-1000-340100-020-00-0000	$0.00	$16,647.00	$16,647.00
0100-6537-0-5760-1110-350100-000-00-0000	$0.00	$15.00	$15.00
0100-3010-0-0000-2110-350100-121-31-0307	$0.00	$100.00	$100.00
0100-3010-0-1110-1000-350100-525-00-0000	$607.17	($507.17)	$100.00
0100-6500-0-5760-1110-350100-525-00-0000	$0.00	$500.00	$500.00
0100-3214-0-1110-1000-350100-121-00-0000	$630.96	$329.04	$960.00
0100-3214-0-1110-2700-350200-525-00-0000	$31.39	($31.39)	$0.00
0100-6500-0-5760-1120-360100-424-00-0000	$552.00	($552.00)	$0.00
0100-6537-0-5760-1110-360100-000-00-0000	$0.00	$67.00	$67.00
0100-3010-0-0000-2110-360100-121-00-0000	$442.00	($242.00)	$200.00
0100-3010-0-0000-2110-360100-121-31-0307	$0.00	$242.00	$242.00
0100-6500-0-5760-1110-360100-525-00-0000	$0.00	$552.00	$552.00
0100-3214-0-1110-1000-360100-121-00-0000	$1,574.97	$819.03	$2,394.00
0100-3214-0-1110-2700-360200-525-00-0000	$78.37	($78.37)	$0.00
0100-3010-0-1110-1000-360200-525-55-0303	$0.00	$300.00	$300.00
0100-3010-0-1110-1000-360200-525-00-0000	$908.74	($300.00)	$608.74
0100-7210-0-1110-1000-420000-323-00-0000	$0.00	$500.00	$500.00
0100-3213-0-0000-7410-430000-000-00-0000	$8,950.75	($8,950.75)	$0.00
0100-3213-0-0000-7410-430000-121-35-0301	$0.00	$100.00	$100.00
0100-0038-0-1110-1000-430000-424-00-0000	$0.00	$1,100.00	$1,100.00
0100-0038-0-1110-1000-430000-525-00-0000	$0.00	$1,800.00	$1,800.00

Fund: 0100 General Fund

FD---RE---Y-GO---FN---OB-----SI--L1-L2	Revised	Adjustments	Proposed
Expenses			
0100-6266-0-0000-7410-430000-121-36-0201	$0.00	$2,000.00	$2,000.00
0100-6537-0-5760-1110-430000-000-00-0000	$0.00	$4,000.00	$4,000.00
0100-0097-0-0000-7600-430000-107-00-0000	$4,500.00	($500.00)	$4,000.00
0100-6266-0-0000-7410-430000-121-36-0208	$0.00	$4,284.00	$4,284.00
0100-3210-0-1110-1000-430000-121-00-0000	$11,353.18	($6,752.00)	$4,601.18
0100-3213-0-1110-1000-430000-121-35-0303	$0.00	$8,850.75	$8,850.75
0100-7210-0-1110-1000-430000-323-00-0000	$0.00	$15,000.00	$15,000.00
0100-6537-0-5760-1110-430001-000-00-0000	$0.00	$29,000.00	$29,000.00
0100-3212-0-1110-1000-430001-323-00-0000	$2,633.88	$31,000.00	$33,633.88
0100-7425-0-1110-1000-430001-121-00-1172	$0.00	$35,100.00	$35,100.00
0100-7210-0-1110-1000-430001-323-00-0000	$50,250.00	($12,167.00)	$38,083.00
0100-3210-0-0000-8100-430014-121-00-0000	$229.50	($545.52)	($316.02)
0100-3210-0-0000-8100-430014-323-00-0000	$367.20	($367.20)	$0.00
0100-0097-0-0000-7600-440000-107-00-0000	$1,000.00	$900.00	$1,900.00
0100-0038-0-1110-1000-440000-424-00-0000	$0.00	$10,200.00	$10,200.00
0100-0026-0-8100-5900-560000-520-00-0000	$1,400.00	($900.00)	$500.00
0100-0050-0-0000-7700-560000-121-00-0000	$20,200.00	($700.00)	$19,500.00
0100-3214-0-1110-1000-580000-000-00-0000	$30,306.14	($30,306.14)	$0.00
0100-0097-0-0000-7600-580000-107-00-0000	$500.00	($400.00)	$100.00
0100-0050-0-0000-7700-580000-121-00-0000	$0.00	$600.00	$600.00
0100-3213-0-1110-1000-580000-121-35-0303	$0.00	$6,700.00	$6,700.00
0100-6537-0-5760-1110-580000-000-00-0000	$0.00	$7,000.00	$7,000.00
0100-0038-0-1110-1000-580000-424-00-0000	$0.00	$16,200.00	$16,200.00
0100-3213-0-1191-3110-580000-000-00-0000	$50,890.82	($6,700.00)	$44,190.82
0100-3212-0-1110-1000-580000-121-00-0000	$0.00	$50,000.00	$50,000.00
0100-4035-0-1110-1000-580000-121-31-0301	$65,834.00	($13,724.65)	$52,109.35
0100-3212-0-0000-7490-580004-121-00-0000	$0.00	$44,000.00	$44,000.00
0100-2600-0-1110-1000-580004-121-31-0303	$0.00	$205,000.00	$205,000.00
0100-3212-0-1110-1000-580007-121-00-0000	$0.00	$6,000.00	$6,000.00
0100-0026-0-8100-5900-580008-520-00-0000	$700.00	($500.00)	$200.00
0100-3213-0-0000-7700-580011-121-00-0000	$13,725.00	($13,725.00)	$0.00
0100-3214-0-1110-1000-580011-000-00-0000	$232,843.86	($232,843.86)	$0.00
0100-0050-0-0000-7700-580011-000-00-0000	$0.00	$100.00	$100.00
0100-3213-0-0000-7700-580011-121-35-0303	$0.00	$47,155.50	$47,155.50
0100-2600-0-1110-1000-580011-121-38-0102	$0.00	$146,000.00	$146,000.00
0100-6266-0-0000-7410-580022-121-36-0201	$0.00	$1,911.58	$1,911.58
0100-6537-0-5760-1110-110000-000-00-0000	$0.00	$2,219.00	$2,219.00
0100-3216-0-1110-1000-110000-323-37-0103	$0.00	$10,600.00	$10,600.00
0100-3216-0-1110-1000-110000-222-37-0103	$0.00	$12,500.00	$12,500.00
0100-3216-0-1110-1000-110000-525-37-0103	$0.00	$22,280.78	$22,280.78
0100-3216-0-1110-1000-110000-424-37-0103	$0.00	$30,000.00	$30,000.00
0100-3310-0-5760-1120-110000-323-00-0000	$62,005.25	($15,000.00)	$47,005.25
0100-3010-0-1110-1000-110000-525-00-0000	$121,378.00	($30,000.00)	$91,378.00
0100-3214-0-1110-1000-110000-121-00-0000	$126,198.08	$70,801.92	$197,000.00

Fund: 0100 General Fund

FD---RE---Y-GO---FN---OB-----SI--L1-L2	Revised	Adjustments	Proposed
Expenses			
0100-1400-0-1110-1000-110000-000-00-0000	$4,334,267.00	$342,686.00	$4,676,953.00
0100-3010-0-1110-1000-110010-525-00-0000	$700.00	($700.00)	$0.00
0100-3010-0-1110-1000-110040-525-00-0000	$2,000.00	($2,000.00)	$0.00
0100-7425-0-1172-1000-110070-000-00-0000	$69,683.00	($69,683.00)	$0.00
0100-7425-0-1172-2700-130020-000-00-0000	$28,000.00	($28,000.00)	$0.00
0100-3010-0-0000-2110-190000-121-00-0000	$0.00	$10,000.00	$10,000.00
0100-3010-0-0000-2110-190000-121-31-0307	$36,483.16	($20,000.00)	$16,483.16
0100-7426-0-1110-1000-210000-222-37-0103	$0.00	$2,000.00	$2,000.00
0100-3010-0-1110-1000-210000-525-00-0000	$72,992.41	($46,496.20)	$26,496.21
0100-3010-0-1110-1000-210000-525-55-0303	$0.00	$36,496.21	$36,496.21
0100-3010-0-1110-1000-210010-525-00-0000	$1,608.00	($1,608.00)	$0.00
0100-0000-0-1166-1000-210020-121-00-0000	$0.00	$284.92	$284.92
0100-0000-0-1166-1000-210020-424-00-0000	$0.00	$311.28	$311.28
0100-0000-0-1166-1000-210020-222-00-0000	$0.00	$348.48	$348.48
0100-0000-0-1166-1000-210020-323-00-0000	$0.00	$433.70	$433.70
0100-0000-0-1166-1000-210020-525-00-0000	$0.00	$609.84	$609.84
0100-3214-0-1110-2700-240000-525-00-0000	$6,279.01	($6,279.01)	$0.00
0100-0000-0-1110-1000-290000-121-00-0000	$0.00	$31.82	$31.82
0100-0000-0-1150-1000-310100-424-00-0000	$200.00	($200.00)	$0.00
0100-0000-0-1150-1000-310100-323-00-0000	$200.00	($200.00)	$0.00
0100-0000-0-1150-1000-310100-525-00-0000	$200.00	($200.00)	$0.00
0100-6500-0-5760-1120-310100-424-00-0000	$20,299.00	($20,299.00)	$0.00
0100-7425-0-1172-1000-310100-000-00-0000	$70,000.00	($70,000.00)	$0.00
0100-0000-0-1150-1000-310100-222-00-0000	$500.00	($400.00)	$100.00
0100-0000-0-1110-1000-310100-121-00-0000	$0.00	$133.73	$133.73
0100-0000-0-1156-1000-310100-222-00-0000	$500.00	($300.00)	$200.00
0100-6537-0-5760-1110-310100-000-00-0000	$0.00	$481.00	$481.00
0100-0000-0-1166-1000-310100-121-00-0000	$0.00	$1,300.00	$1,300.00
0100-6500-0-5760-1110-310100-525-00-0000	$0.00	$20,299.00	$20,299.00
0100-3214-0-1110-1000-310100-121-00-0000	$24,103.85	$12,552.15	$36,656.00
0100-3214-0-1110-2700-320200-525-00-0000	$1,592.98	($1,592.98)	$0.00
0100-0000-0-1166-1000-320200-121-00-0000	$0.00	$100.00	$100.00
0100-0000-0-1166-1000-320200-222-00-0000	$0.00	$100.00	$100.00
0100-0000-0-1166-1000-320200-323-00-0000	$0.00	$200.00	$200.00
0100-0000-0-1166-1000-320200-525-00-0000	$0.00	$200.00	$200.00
0100-0000-0-1110-3140-320200-525-00-0000	$2,000.00	($600.00)	$1,400.00
0100-3010-0-1110-1000-320200-525-55-0303	$0.00	$4,000.00	$4,000.00
0100-0026-0-8100-5900-320200-520-00-0000	$4,115.05	$1,400.00	$5,515.05
0100-3010-0-1110-1000-320200-525-00-0000	$11,750.00	($4,000.00)	$7,750.00
0100-6500-0-5760-1120-330100-424-00-0000	$2,398.00	($2,398.00)	$0.00
0100-6537-0-5760-1110-330100-000-00-0000	$0.00	$218.00	$218.00
0100-6500-0-5760-1110-330100-525-00-0000	$0.00	$2,398.00	$2,398.00
0100-3214-0-1110-1000-330100-121-00-0000	$1,797.67	$4,074.00	$5,871.67
0100-3214-0-1110-2700-330200-525-00-0000	$480.34	($480.34)	$0.00

Fund: 0100 General Fund

FD---RE---Y-GO---FN---OB-----SI--L1-L2	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-1110-1000-330200-121-00-0000	$0.00	$5.00	$5.00
0100-0000-0-1110-1000-330200-340-31-0306	$0.00	$30.00	$30.00
0100-0000-0-1110-1000-330200-440-18-0000	$0.00	$70.00	$70.00
0100-0000-0-1110-2420-330200-540-31-0306	$0.00	$100.00	$100.00
0100-0000-0-0000-7200-330200-000-00-0000	$0.00	$200.00	$200.00
0100-0000-0-1110-1000-330200-340-18-0000	$0.00	$400.00	$400.00
0100-0000-0-1110-1000-330200-540-18-0000	$0.00	$650.00	$650.00
0100-3010-0-1110-1000-330200-525-55-0303	$807.00	$193.00	$1,000.00
0100-0000-0-0000-3700-330200-000-00-0000	$0.00	$1,200.00	$1,200.00
0100-3010-0-1110-1000-330200-525-00-0000	$3,553.00	($2,000.00)	$1,553.00
0100-0000-0-1110-1000-330200-222-00-0000	$12,532.46	($2,760.00)	$9,772.46
***Expense Total	$6,056,104.03	$477,249.93	$6,533,353.96
Balance Sheet Accounts			
0100-0000-0-0000-0000-974000-000-00-0000	$22,691.28	($22,691.28)	$0.00
0100-0000-0-0000-0000-978000-000-00-0000	$0.00	$1,000,000.00	$1,000,000.00
0100-0000-0-0000-0000-978900-000-00-0000	$1,052,424.00	$47,576.00	$1,100,000.00
0100-0198-0-0000-0000-979100-000-00-0000	($55.40)	$55.40	$0.00
***Balance Sheet Account Total	$1,075,059.88	$1,024,940.12	$2,100,000.00
Fund Totals			
Total: Income	$22,521,948.42	$4,119,118.24	$26,641,066.66
Total: Expenses	$6,056,104.03	$477,249.93	$6,533,353.96
Total: Balance Sheet Accounts	$1,075,059.88	$1,024,940.12	$2,100,000.00

Fund: 1300 Cafeteria Fund

FD---RE---Y-GO---FN---OB-----SI--L1-L2	Revised	Adjustments	Proposed
Expenses			
1300-5466-0-0000-3700-470000-000-00-0000	$0.00	$44,616.76	$44,616.76
***Expense Total**	$0.00	$44,616.76	$44,616.76
Fund Totals			
Total: Income	$0.00	$0.00	$0.00
Total: Expenses	$0.00	$44,616.76	$44,616.76
Total: Balance Sheet Accounts	$0.00	$0.00	$0.00

Fund: 1400 Deferred Maintenance Fund

FD---RE---Y-GO---FN---OB-----SI--L1-L2	Revised	Adjustments	Proposed
Income			
1400-0000-0-0000-0000-869900-424-10-7592	$0.00	$31,832.00	$31,832.00
1400-0000-0-0000-0000-866000-000-00-0000	$2,400.00	$7,100.00	$9,500.00
***Income Total	$2,400.00	$38,932.00	$41,332.00
Expenses			
1400-0000-0-0000-8500-620010-424-10-7592	$0.00	$31,832.00	$31,832.00
***Expense Total	$0.00	$31,832.00	$31,832.00
Balance Sheet Accounts			
1400-0000-0-0000-0000-978000-000-00-0000	$550,325.60	$7,100.00	$557,425.60
***Balance Sheet Account Total	$550,325.60	$7,100.00	$557,425.60
Fund Totals			
Total: Income	$2,400.00	$38,932.00	$41,332.00
Total: Expenses	$0.00	$31,832.00	$31,832.00
Total: Balance Sheet Accounts	$550,325.60	$7,100.00	$557,425.60

Fund: 3500 SCHOOL FACILITY PROGRAM

FD---RE---Y-GO---FN---OB-----SI--L1-L2	Revised	Adjustments	Proposed
Income			
3500-0000-0-0000-0000-829000-424-10-7592	$0.00	$533,777.00	$533,777.00
***Income Total**	$0.00	$533,777.00	$533,777.00
Expenses			
3500-0000-0-0000-8500-620000-525-00-7586	$541,261.67	($541,261.67)	$0.00
3500-0000-0-0000-8500-620000-647-00-0000	$15,000.00	$22,005.00	$37,005.00
3500-0000-0-0000-8500-620000-649-00-0000	$223,927.25	($74,666.00)	$149,261.25
3500-7710-0-0000-8500-620000-525-00-7586	$0.00	$541,261.67	$541,261.67
3500-0000-0-0000-8500-620010-649-00-0000	$24,864.00	($22,005.00)	$2,859.00
3500-0000-0-0000-8500-620010-424-10-7592	$0.00	$127,327.00	$127,327.00
***Expense Total**	$805,052.92	$52,661.00	$857,713.92
Balance Sheet Accounts			
3500-0000-0-0000-0000-978000-647-00-0000	$52,661.00	($52,661.00)	$0.00
	$52,661.00	($52,661.00)	$0.00
Fund Totals			
Total: Income	$0.00	$533,777.00	$533,777.00
Total: Expenses	$805,052.92	$52,661.00	$857,713.92
Total: Balance Sheet Accounts	$52,661.00	($52,661.00)	$0.00

Fund: 4000 Special Reserve - Capital Outlay

FD---RE---Y-GO---FN---OB-----SI--L1-L2	Revised	Adjustments	Proposed
Income			
4000-0000-0-0000-0000-829000-424-10-7592	$0.00	$477,478.00	$477,478.00
***Income Total**	$0.00	$477,478.00	$477,478.00
Expenses			
4000-0000-0-0000-8500-620010-424-10-7592	$0.00	$477,478.00	$477,478.00
4000-0000-0-0000-8500-620020-647-80-0000	$16,800.00	($16,800.00)	$0.00
4000-0000-0-0000-8500-620030-647-80-0000	$304.00	$1,636.00	$1,940.00
4000-0000-0-0000-8500-580010-647-80-0000	$6,000.00	($6,000.00)	$0.00
***Expense Total**	$23,104.00	$456,314.00	$479,418.00
Balance Sheet Accounts			
4000-0000-0-0000-0000-978000-000-00-0000	$16,817.26	$21,164.00	$37,981.26
***Balance Sheet Account Total**	$16,817.26	$21,164.00	$37,981.26
Fund Totals			
Total: Income	$0.00	$477,478.00	$477,478.00
Total: Expenses	$23,104.00	$456,314.00	$479,418.00
Total: Balance Sheet Accounts	$16,817.26	$21,164.00	$37,981.26

Thomas Addington
Superintendent

15783 18th Avenue
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Central Union School District
Lemoore, CA

Board Members
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

To: Central Union Board of Trustees
From: Tom Addington, Superintendent
Date: February 24, 2023

X	Action (Consent or **New Business**)
	Information

Item:
Approve JPA transportation plan for 2023-24.

Rationale/Purpose:

Home-to-School (HTS) Transportation Reimbursement was implemented by Assembly Bill (AB) 181 (Chapter 52, Statutes of 2022) and amended by AB 185 (Chapter 571, Statutes of 2022). This bill provides reimbursement funding for school districts based on the prior year eligible transportation expenditures and prior year Local Control Funding Formula (LCFF) transportation related add-on funding.

In the 2023 Governor's budget proposal, funds are Included to provide 60 percent of approved costs for the home-to-school transportation program, including a COLA for the transportation add-on to Local Control Funding Formula (LCFF).

Recommendation:
Approve transportation plan and listed expenditures as submitted.

Lemoore Area Transportation JPA
TRANSPORTATION PLAN 2022-23

Central Union Elementary School
Lemoore Union Elementary School
Lemoore Union High School
Island Elementary School

Transportation Services:

1) Enter description of transportation services offered to pupils, and how the LEA will prioritize planned transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 - 6 inclusive and pupils who are low income. The Plan may provide for the LEA to partner with municipally owned transit system to provide services to middle and high school students. An LEA may provide no-cost transit passes to students.

Our district offers transportation to all students located in the eligible area free of charge regardless of income. The eligible area consisted of 1 mile for TK-6 grades, 1.5 miles for 7-8 grades and 2 miles for 9-12 grades. We address our foster youth and homeless students who are placed outside our boundaries by providing bus passes for public transportation at no cost.

2) Enter description of LEA's transportation services that would be accessible to pupils with disabilities, and homeless children and youth.

All students are offered free transportation. Severity of disability determines whether transportation is provided by the district transportation department or a partnership with KSTA (Kings School Transportation Authority) which is a Transportation JPA that the county formed for students with moderate to severe disabilities.

3) Enter description of how unduplicated pupils would be able to access available home-to-school transportation at no-cost to the pupils.

All students within the eligible area are provided transportation free of charge.

Consultations:

Enter description of the required plan consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils and other stakeholders.

Parent, Staff and Student Survey; email review from the local transit authority (KART) and local air pollution board (SJVAP)

Board Approval Date: March 6, 2023 *(must be on or before April 1, 2023)*

The Transportation Plan was developed in accordance with Education Code Sections 39800.1 and 41850.1.

2021-22 Actuals

Revenue Calculation

Total 2021-22 Transportation Expenses (Function 3600)	467,315.80
Less Capital Outlay (object 6XXX, Function 3600)	-
Less Nonagency Expenditures (Goal 7110,7150, Function 3600)	-
Estimated 60% Reimbursement	280,389.48
Less 2021-22 Transportation add-on (from LCFF Calculator)	147,829.48

2022-23 Budget (Function 3600)

Total Revenue (Object 8590, Resource 0000)	147,829.48
Expenditures and Other Financing Uses	
2000-2999 - Classified Salaries	-
3000-3999 - Employee Benefits	-
4000-4999 - Books and Supplies	-
5000-5999 - Services and other Operating Expenditures	467,315.80
6000-6999 - Capital Outlay	-
7000-7999 - Other Outgo	-
Total Expenditures	467,315.80

2023-24 Budget (Function 3600)

Total Revenue (Object 8590, Resource 0000)	147,829.48
Expenditures and Other Financing Uses	
2000-2999 - Classified Salaries	
3000-3999 - Employee Benefits	
4000-4999 - Books and Supplies	
5000-5999 - Services and other Operating Expenditures	490,681.59
6000-6999 - Capital Outlay	
7000-7999 - Other Outgo	
Total Expenditures	
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)	(342,852.11)

Board Approval Date: CENTRAL UNION ELEMENTARY SCHOOL DISTRICT - MARCH 6, 2023

The Transportation plan and revenue calculations were developed in accordance with Education Code Sections 39800.1 and 41850.1.

Thomas Addington
Superintendent

15783 18th Avenue
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Telephone (559) 924-3405
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Central Union School District
Lemoore, CA

Board Members
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

To: Central Union Board of Trustees
From: Tom Addington, Superintendent
Date: February 24, 2023

X	Action (Consent or **New Business**)
	Information

Item:
Approve annual revision and review of school safety plans.

Rationale/Purpose:

California Education Code (EC) Section 32281(a) requires every kindergarten through grade twelve school to develop and maintain a Comprehensive School Safety Plan which is designed to address 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, and create a safe, secure learning environment for students and school personnel,

All site CSSPs are very similar in terms of operational activities and handling incidents, each site has some degree of specificity based upon campus makeup and how they may handle movement of students on the campus.

As a District, sites work with our KCSO with updating the safety plans annually, and review the plans with site staff and community groups such as School Site Councils.

Recommendation:
Approve school site safety plans as submitted.

Comprehensive School Safety Plan

2022-2023
School Year

School: Akers School

CDS Code: 16 63883 6010292

District: Central Union Elementary School District

Address: Constellation Ave.
N.A.S. Lemoore, CA 93245

Date of Adoption: 12/6/2022

Date of Update: 11/14/2022

Date of Review:

- with Staff 12/6/2022

- with Law Enforcement 12/6/2022

- with Fire Authority

Approved and/or Reviewed by:

Name	Title	Signature	Date
Darin Denney	Assistant Principal		
Heiko Sweeney	Principal		
Andrew Mazza	Kings County Sheriff Deputy		
Michael Clinton Schafle	School Site Council Chairperson		
Roy Frausto	Head Custodian		

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Akers School Office and Central Union School District Office.

Safety Plan Vision

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

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

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

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

Components of the Comprehensive School Safety Plan (EC 32281)

Akers School Safety Committee
Principal, Assistant Principal, Head Custodian, General Education Teacher, School Site Council Members, School Resource Officer

Assessment of School Safety

- Daily inspection of campus grounds by head custodian and administration.
- Regular reviews as preventative measures made by school resource officer with members of the safety team.
- Daily communication and feedback of playground equipment and grounds provided to site administration by support staff and yard supervisors.
- Regular inspection of campus with NAS Lemoore Security Department
- Daily inspection of ongoing construction site and consultation with construction company during school construction

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
In accordance with Education Code, Akers School developed the comprehension school plan using the input of committee members to address various components of safety.

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

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

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

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

Disaster Plan (See Appendix C-F)

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

Cafeteria Capacities
Akers 480
Central 287
Neutra 450
Stratford 656

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

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

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

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

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

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

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

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

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
Gang-Related Apparel -At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang- related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.

2. Appropriate shoes must be worn at all times. Shoes must have straps to secure them to your feet.

3. Hats, caps, and other head coverings shall not be worn indoors.

4. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
ARRIVAL AT SCHOOL/DISMISSAL:

Supervision is provided thirty minutes before school begins and is not provided after school except for extra-curricular activities, detention, or assigned intervention activities. Therefore, students should leave school immediately upon dismissal unless they are under the direct supervision of a school employee and should not be on the school playground after school or before 7:30 a.m.

Parents are to be notified if a student is asked by a teacher or administrator to remain after school. Parents who wish to have a student excused early must come to the office and sign their children out. The student will be called from the classroom and released. This procedure is for the safety of the student. The child must bring the note to the office when arriving at school. This note will be signed and copied for the classroom teacher and the school's records. It is important for your child's safety that you to be on time when picking up your child from school.

Please make every effort to let your child know how he/she is to get home if you must make any changes in transportation or childcare on a particular day.

Students who are on an interdistrict transfer must have arrangements made so they are not dropped off at school when the playground is not supervised and so that they do not have to remain unsupervised at the end of the school day. It is the parents' responsibility to make arrangements for the supervision of their children outside school hours.

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

Component:
Employees are accountable for safe schools. This includes notification of proper site and district officials as well as law enforcement, the fire department, and Child Protective Services as the situation warrants. District and state officials are to receive Crime Report documents on a regular basis. Documentation is needed before allowing parents to work with children alone (a CD check or a fingerprint clearance, as well as attendance in the volunteer training class). The dates and outcomes of regularly scheduled fire drills should be recorded and filed. Forms are included in Appendix B for earthquake drill evaluation, imminent danger drill evaluation, evacuation update, emergency status report, class status report, structural damage report, and fire drill.

Element:
Akers School Wide Behavior Expectations -Tier 1 practices that assist in maintaining a safe and orderly campus and promote positive learning.
Akers School School-Wide Behavior Expectations are posted around campus and in every classroom. Eagles- Act Responsibly, Give Respect, Listen Attentively, Encourage Others, Stand Tall Be Proud.
Playground Training is offered to over a period of 7 days for K-8th grade students at the beginning of the school year. Administration and instructional aides review rules, use of equipment, model acceptable behavior
and discuss consequences. Zones for areas of play and the category of play are also reviewed for student understanding.
National Anti-Bullying Awareness Campaign – Designed appropriate lessons which afford modeling and role playing to all students in grades Kinder-8th is focused on throughout the month of October.
Fourth Thursday each month is designated as Bully Awareness day.
Every Wednesday is designated as Dude Be Nice day.
Instructional Aide Training – Supervision Handbook. A review and training of student behaviors and expectations for various settings.

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

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:
Attendance

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

Opportunity for Improvement:
Continue to promote regular school attendance and parental education regarding importance of attendance.

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:
Code of Conduct - Student Behavior

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

Opportunity for Improvement:
Continue to find ways of engaging students in making positive decisions that encourage rewards rather than punitive measures. Use experiences as a learning moment to promote better behavior.

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Akers School Student Conduct Code
Akers school maintains high standards of conduct and behavior for all students. It is believed that appropriate student conduct is essential in order to make each student's experience at school meaningful, productive, and enjoyable. The development of proper school behavior is necessary to provide an effective learning environment for all students and to accomplish the following:
1. Develop the student's ability to assume responsibility for his/her actions.
2. Develop the student's ability to make appropriate decisions regarding his/her actions based on "cause and effect" relationships.

3. Develop the student's awareness of the impact of his/her actions on the rights of others.
4. Develop the student's ability to deal with problems and/or conflicts within the framework of accepted social standards.
5. Develop the student's sense of respect for himself/herself, other people, property, and the laws governing today's society.

Conduct Code Procedures

Akers School expectations are intended to ensure the safety of the students and to promote an orderly, pleasant and effective school environment.

* Students will be on time and prepared to learn.
* Play stops immediately when the first bell rings (or whistle is sounded). Students freeze and await the whistle signal from the yard supervisor. When the next whistle sounds, students proceed to their next assigned area.
* All students must check through the office if tardy to school or if leaving during the school day.
* Students will be courteous, respectful, and cooperative.
* Personal items, such as toys, knives, skateboards, CD players, iPods and other electronic devices etc., are not to be brought to school unless so directed or authorized by a teacher.
* Students are not to enter another student's desk, book bag, locker, etc.
* Students should not have valuables or money anywhere but on their person.
* Students should return all lost and found articles to the office or to the Lost and Found Box.
* Students will conduct themselves in a way that will not disrupt the learning environment.
* Such things as gum and seeds are not allowed at school.
* Students are not to eat in classrooms or on the playground except during a planned activity under the direct supervision of a teacher.
* Students may use the office phones only with specific permission from their teachers or from office personnel.
* Students will play at recess in the designated play areas only. Other areas, building and corridors are OFF LIMITS during recess.
* On rainy or wet days, students should stay on concrete and asphalt areas.
* Students are not to run in corridors, on the sidewalks, or in the rooms.
* Students should not bounce balls in corridors or on walls of any building.
* Students are to use drinking fountains and restrooms only for the purposes for which they were designed. There should be no yelling, horsing around, or congregating.

(K) Hate Crime Reporting Procedures and Policies

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

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

(J) Procedures to Prepare for Active Shooters

Scheduled drills and review of procedures with staff yearly.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Internet safety lessons, SEL lessons, counseling groups, bully hotline. Counselors also provide in class lessons and discussion regarding the negative impacts of being bullied and available resources students can turn to in the event reports or assistance is necessary. Akers school utilizes the STOP It system and website for reporting acts of bullying or cyberbullying for all students.

Safety Plan Review, Evaluation and Amendment Procedures

Regular safety plan reviews take place with Akers teaching and support staff during general meetings. Procedures are discussed and considered for update/changes based on presenting issues or concerns that require reevaluation of practices addressing student and staff safety. After each fire drill or other safety drill, the drill is evaluated and staff receive emails regarding positive areas as well as areas of improvement.

Safety Plan Appendices

Emergency Contact Numbers

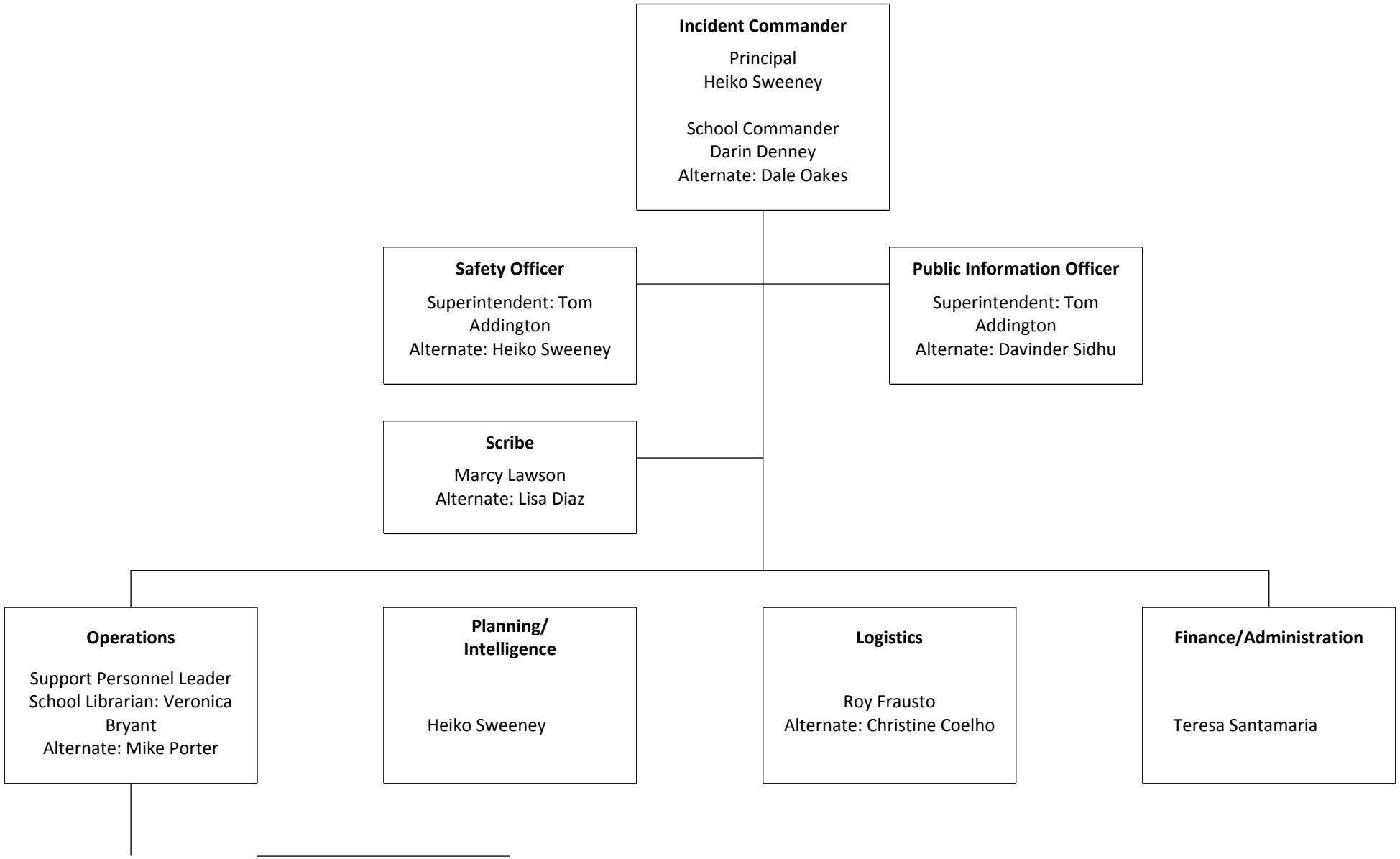
Utilities, Responders and Communication Resources

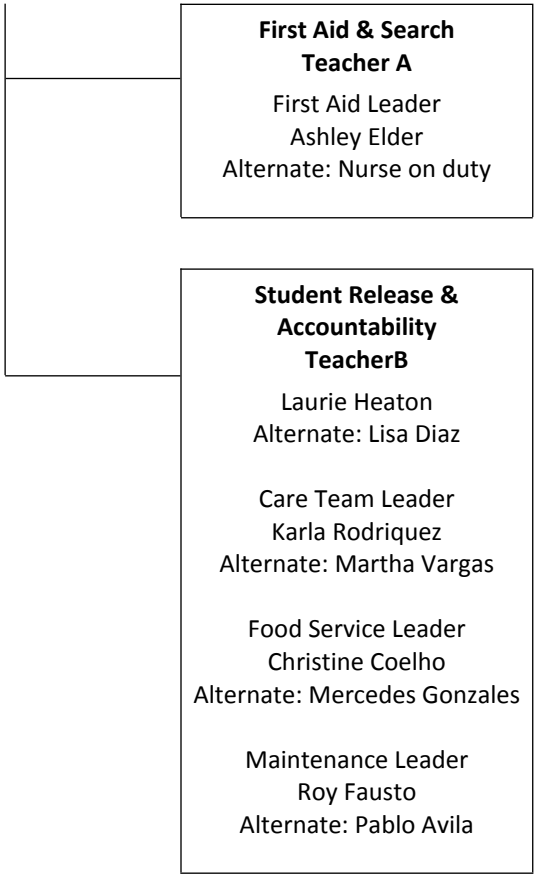
Type	Vendor	Number	Comments
School District	Central Union School District	559-924-3405	Superintendent, Tom Addington
School District	Central Union School District	559-924-3405	Assistant Superintendent, Davinder Sidhu
School District	Akers School	559-998-5707	Principal, Heiko Sweeney
School District	Akers Schol	559-998-5707	Assistant Principal, Darin Denney
Law Enforcement/Fire/Paramedic	Watch Commander, NAS Lemoore	559-707-2363	Watch Commander on Duty
Law Enforcement/Fire/Paramedic	NAS Lemoore Fire Department	559-998-4749	
Law Enforcement/Fire/Paramedic	NAS Security	559-998-4749	
Law Enforcement/Fire/Paramedic	School Resource Officer	559-801-8946	Kings County Deputy, Lee Wisecarver

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Akers Safety Plan Reviewed and Updated	11/14/2022	Akers School, NAS Lemoore
Akers Safety Plan Reviewed and Approved by SSC	12/06/22	Akers School, NAS Lemoore

Akers School Incident Command System




First Aid & Search
Teacher A
First Aid Leader
Ashley Elder
Alternate: Nurse on duty
Student Release &
Accountability
TeacherB
Laurie Heaton
Alternate: Lisa Diaz
Care Team Leader
Karla Rodriquez
Alternate: Martha Vargas
Food Service Leader
Christine Coelho
Alternate: Mercedes Gonzales
Maintenance Leader
Roy Fausto
Alternate: Pablo Avila

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

LEVEL I – OVERSIGHT

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

The Principal – Mr. Sweeney

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

LEVEL II – EMERGENCY OPERATIONS TEAM (EOT)

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

SCHOOL		COMMANDER
Darin		Denney
Alternate:	Dale	Oakes

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

LOGISTIC		LEADER
CUSTODIAN:	Roy	Fausto
Alternate:	Christine	Coelho

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

PUBLIC	INFORMATION	OFFICER
SUPERINTENDANT:	Tom	Addington
Alternate:	Davinder	Sidhu

- Releases all information
- Completes Form #10

SAFETY	OFFICER
Darin	Denney

Alternate: Dale Oakes

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

INCIDENT LOG SCRIBE
Secretary: Marcy Lawson
Alternate: Lisa Diaz

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

SUPPORT PERSONNEL LEADER
Library Clerk: Veronica Bryant
Alternate: Mike Porter

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

LEVEL III – EMERGENCY OPERATIONS TEAM (EOST)

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

STUDENT RELEASE LEADER
Laurie Heaton
Alternate: Lisa Diaz

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

CARE TEAM LEADER
Karla Rodriquez
Alternate: Martha Vargas

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

FIRST AID LEADER
Ashley Elder
Alternate: Nurse on duty

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

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

FOOD SERVICE LEADER
Christine Coelho
Alternate: Mercedes Gonzales

- Oversees dispensation of food and water

MANTENANCE LEADER
Roy Fausto
Alternate: Pablo Avila

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

Management Level I: Oversight
The Principal

Heiko Sweeney

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

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

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

School Commander

Darin Denney

Alternate: Dale Oakes

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

Logistics Leader
Roy Frausto

Alternate: Christine Coelho

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

Public Information Officer
Tom Addington

Alternate: Davinder Sidhu

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

Safety Officer
Darin Denney

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

Incident Log Scribe
Marcy Lawson

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

Support Personnel Leader
Veronica Bryant

Alternate: Mike Porter
Serves as liaison between Emergency Operations Team and the Emergency Operations Support Team.

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

Student Release Leader
Laurie Heaton

Alternate: Lisa Diaz

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

Care Team Leader
Karla Rodriquez

Alternate: Martha Vargas

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

First Aid Leader
Ashley Elder

Alternate: Nurse on duty

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

Food Service Leader
Christine Coelho

Alternate: Mercedes Gonzales
Oversees dispensation of food, water

Maintenance Leader
Roy Fausto

Alternate: Pablo Avila

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

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

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

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

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

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

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

Emergency Response Guidelines

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

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

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

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

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

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

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

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

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EVACUATION

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

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

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

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

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

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LOCKDOWN

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

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

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DROP AND COVER

Types of Crisis: Earthquake: Explosion

If inside building

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

If outside building

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

Types of Emergencies & Specific Procedures

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

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

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

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

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

Teachers should take roll using their Class Emergency Lists.

Animal Disturbance
Call animal control, custodian to secure scene.

Armed Assault on Campus
ARREST OF STUDENTS
The Board has authorized site administrators to release minor students into the custody of a law enforcement officer for the student's arrest or to have a CPS (Child Protective Services) worker talk with the child at the school site. Law enforcement and probation officers have the right to enter a school site to affect a lawful arrest. School staff has no authority over law enforcement personnel in this situation.

Questioning Students

Law enforcement officials have the right to interview students on school premises when the students are suspected of having committed a crime. When such an interview is requested, the site administrator or designee shall ascertain the officer's identity, official capacity, and the authority under which he/she acts. School personnel shall serve in a guardian role for the student though law enforcement personnel retain ultimate authority. If an officer requests to interview a student, the site administrator or designee shall:
1. Seek to accommodate the request in a way that will minimize disruption of the school process and maximize campus safety. The student's best interest should also be kept in mind.
2. Notify the superintendent immediately for guidance or concerns.
3. Request to be present during questioning if the student is al least twelve years old, with approval of the student. (Final discretion is that of the officer.)
4. Be present during questioning if the student is less than twelve years old.

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

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

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

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

Discovery of Weapons or Other Contraband
1. When an individual is found in the possession of a weapon or contraband, the administrator and a law enforcement officer should immediately be called to the scene.

2. If the weapon or contraband is not allowed by law, the officer may take custody of the object(s) and the person who brought in on campus.
3. If the weapon or contraband is not illegal but is prohibited by the Education Code or district policy, the principal or designee will take custody of the object(s) and take appropriate disciplinary action.
4. All property taken from an individual that is not prohibited by law or school policy will be returned.

Biological or Chemical Release

CHEMICAL SPILL OR ACCIDENT

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

Action

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

Responsibility

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

Bomb Threat/ Threat Of violence

BOMB THREAT

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

Person Receiving the Call

1. Use the form on the next page.
2. Keep the caller on the line. Delay the caller with questions and statements such as:
    - What did you say?

- I did not understand you.
- May I have you speak to the principal?

3. Gather and record information about the call. Ask questions.
o Where is the bomb?
o What time will it detonate?
o What kind of bomb is it?
o What does the bomb look like?
4. Estimate the age of the caller.
5. Determine the sex of the caller.
6. Note voice quality, accent, and any peculiar speech mannerisms.
7. Note the exact time the call was received.
8. Note any background noises (people, traffic, music).
9. Provide this information to the site administrator.

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

Bomb Threat Call Reporting Form

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

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

Background sounds:
__Traffic
__Voices
__Music
__Animals
__Static
__Pay phone
Familiar voices:
It sounds like: _____
__Familiar _____
__Horse _____
_____

__Dishes
__PA system
__Motor
__Baby
__Local call
__Long distance
__Laughing

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

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

Other remarks: _____

Place a copy of this form under the telephone.

CAMPUS SWEEP AND RESCUE TEAM

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

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

Bus Disaster

FIELD TRIPS

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

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

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

Responsibilities of the Driver and Teachers

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

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

Responsibilities of the School of Attendance

1. Notify the District Office (559-924-3405)
2. Dispatch staff to attending hospital
3. Notify parents/guardians of the incident
4. Release students to parents/guardians
5. Complete an accident report for all students and staff members who have complaints of injury
6. Coordinate the completion of insurance forms

Disorderly Conduct

DISORDERLY CONDUCT

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

Procedure

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION
4. The School Administrator will call emergency services (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the District Superintendent of the situation.

Earthquake

EARTHQUAKE

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

Inside a Building

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

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

Outside the Building

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

ELECTRICITY

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

2. The principal will notify the District Office. (559-924-3405)
3. If the school can call out but cannot receive calls, the principal is to make a status report to the District Office every 30 minutes.

All surge protectors should be turned off. They should not be turned back on without instructions from the principal.
5. Depending upon the cause of the power-outage, the custodian may need to shut off all electrical switches.
6. When electricity is restored, check the effect of the power-outage (refrigerated food, clocks, bell system, etc.).
7. Students are never to be dismissed from school due to a power-outage without permission from the superintendent or on direct orders from military personnel.

EMERGENCY KIT
1. Flashlight with batteries stored outside
2. First aid kit
3. Latex gloves
4. Whistle
5. Emergency phone numbers, names of staff and students, phone numbers of parents and guardians, list of students with health problems (Class and Staff Emergency Lists and Emergency Kits)
6. Sufficient name tags for the entire school
7. Notebook and two pens
8. Utility shutoff tools
9. Map of school
10. Meals Ready to Eat (MREs) for diabetic students or faculty. Contact NAS Galley (559-998-4809) and/or Red Cross (559-732-6436)

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

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

Fire in Surrounding Area
FIRE
In case of fire, the first priority is to protect human life. Secondary consideration is save property.

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

GAS LEAKS OR INTERRUPTION OF SERVICE

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

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

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

ORDER OF PROTECTION

Each school office will maintain a list of non-custodial parents with a restraining order (Order of Protection). These individuals will not be allowed into the building or on school property. If a named person attempts entry onto the campus, a school administrator will confront the individual and attempt to convince him/her to leave immediately.
1. Request the a Sheriff's Deputy or member of Security provide immediate response for the person with an Order of protection.
2. Give the exact location on campus, including room number, if appropriate.
3. Immediately remove the affected student from the classroom or playground and transport him/her to a "safe place" inside the office area.
4. If an intruder with an Order of Protection gains entry into the school, immediately announce a "Code Red."
5. The goal is to protect the student and to delay the intruder until law enforcement arrives.

Fire on School Grounds

CHILD ABUSE/NEGLECT

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

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

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

District Policies and procedures are included in the attachments.

Flooding

FLOODING

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems,

Procedure

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

Loss or Failure Of Utilities

ELECTRICAL FAILURE

1. The principal of designee will call PG&E (911 or 1-800-743-5000) or the Lemoore Naval Air Station Public Works Trouble Desk (559-998-4123).
2. The principal will notify the District Superintendent's Office. (559-925-2619).
3. If the school can call out but cannot receive calls, the principal is to make a status report to the District Office every 30 minutes.
4. All surge protectors should be turned off. They should not be turned back on without instructions from the principal.
5. Depending upon the cause of the power-outage, the custodian may need to shut off all electrical switches.
6. When electricity is restored, check the effect of the power-outage (refrigerated food, clocks, bell system, etc.).
7. Students are never to be dismissed from school due to a power-outage without permission from the superintendent or on direct orders from military personnel.

GAS LEAKS OR INTERRUPTION OF SERVICE

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

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

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

WATER LOSS

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

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

Motor Vehicle Crash

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

Action

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

2. Notify the principal of the emergency situation.

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

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

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

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

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

Pandemic

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

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

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

General protocols from both the District and site level include:

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

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

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

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

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

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

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

Psychological Trauma

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

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

Suicide Threat

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

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

Suspected Contamination of Food or Water

WATER LOSS

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

· Call the District Office.
· Akers and Neutra should also call Public Works at Lemoore Naval Air Station.
· Any decision to dismiss students shall come from the Superintendent.

Tactical Responses to Criminal Incidents

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call.

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended targets) and regardless of whether the intended target is aware of the threat.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., a person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A transient threat means there is no sustained intent to harm and a substantive threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

The threat assessment team at the site includes, site administration, school psychologist, school counselor, School Resource Officer, and may include other law enforcement partners (KCSO, NASL Security), and District office personnel.

The site utilizes evaluation procedures of Student Threat, Mental Hate Assessment, and Behavior Intervention Plan as developed from the Virginia Student Threat Assessment Guidelines (VSTAG) as an evidenced based program for threat assessments.

STEP 1 - Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

If NO ... Not a threat. Might be an expression of anger that merits attention.

If YES ... proceed to Step 2

STEP 2 - Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

If YES ... Case resolved as transient; add services as needed.

If NO ... proceed to Step 3

STEP 3 - Respond to a substantive threat.

For all substantive threats:
a. Take precautions to protect potential victims.
b. Warn intended victim and parents.
c. Look for ways to resolve conflict.
d. Discipline student, when appropriate.

SERIOUS means a threat to hit, fight, or beat up whereas VERY SERIOUS means a threat to kill, rape, or cause very serious injury with a weapon.

If SERIOUS ... Case resolved as serious substantive threat; add services as needed.

If VERY SERIOUS ... proceed to Step 4

STEP 4 - Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:
e. Screen student for mental health services and counseling; refer as needed.
f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability

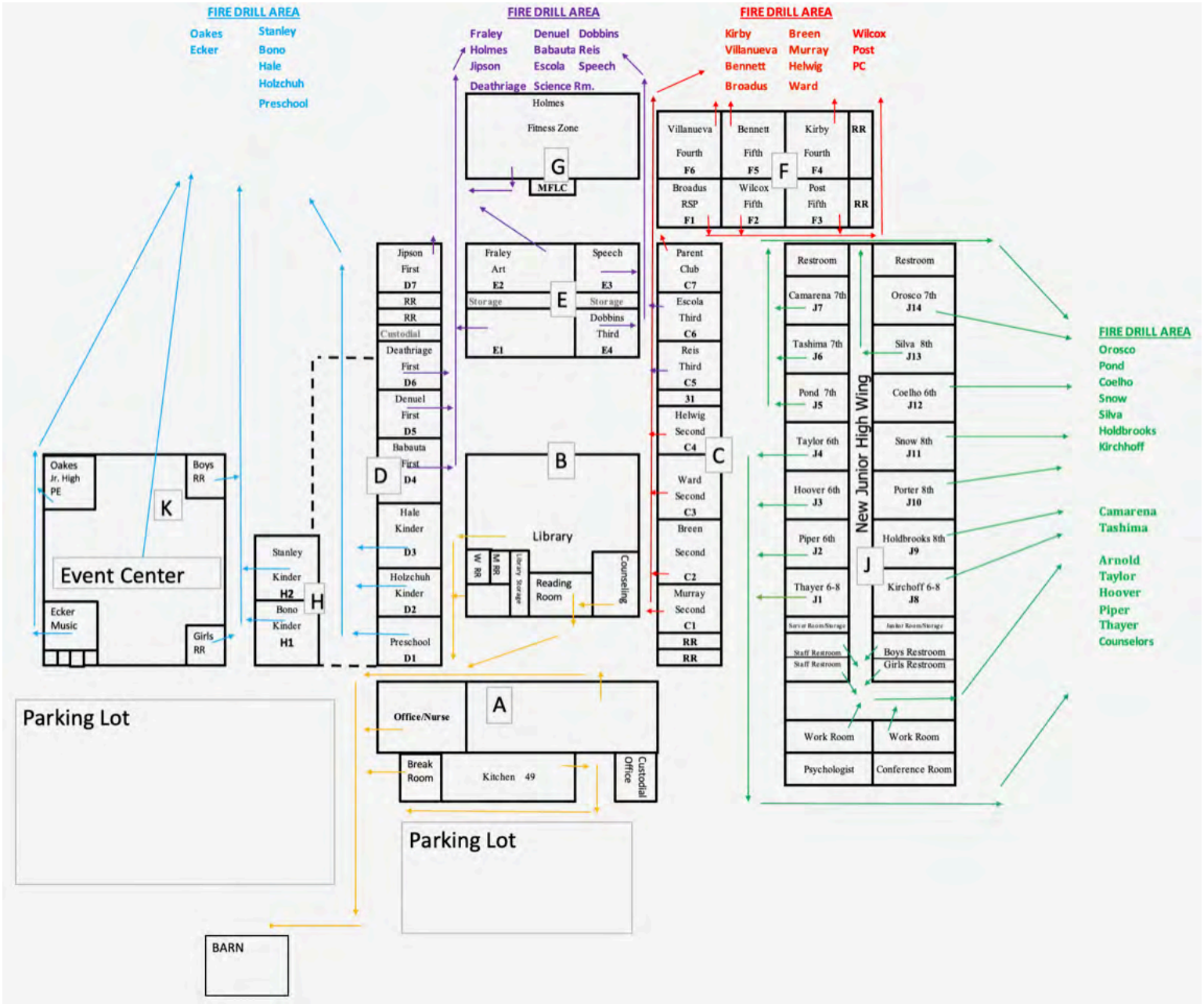
STEP 5 - Implement and monitor the safety plan.

Document the plan.
Maintain contact with the student.
Monitor whether plan is working and revise as needed.

Unlawful Demonstration or Walkout
Principal stays on site to supervise students

Actions to be taken by administration/certificated staff
1) Talk to students as they leave campus if this is manageable--do you understand that you will be marked absent?
2) Do your parents know you are leaving campus and will be unsupervised?
3) AP or APs, and campus supervisor(s) depending on the size of the crowd walk with students to protect their safety.

Emergency Evacuation Map


FIRE DRILL AREA
Oakes
Ecker
Stanley
Bono
Hale
Holzchuh
Preschool
FIRE DRILL AREA
Fraley
Holmes
Jipson
Denuel
Babauta
Escola
Dobbins
Reis
Speech
Deathriage
Science Rm.
FIRE DRILL AREA
Kirby
Villanueva
Bennett
Broadus
Breen
Murray
Helwig
Ward
Wilcox
Post
PC
Holmes
Fitness Zone
G
MFLC
Villanueva Fourth F6
Bennett Fifth F5
Kirby Fourth F4
RR
F
Broadus RSP F1
Wilcox Fifth F2
Post Fifth F3
RR
Jipson First D7
RR
RR
Custodial
Deathriage First D6
Denuel First D5
Babauta First D4
D
Hale Kinder D3
Holzchuh Kinder D2
Preschool D1
Fraley Art E2
Speech E3
Storage
E
Storage
Dobbins Third E4
E1
Parent Club C7
Escola Third C6
Reis Third C5
31
Helwig Second C4
C
Ward Second C3
Breen Second C2
Murray Second C1
RR
RR
B
Library
W. RR
M. RR
Library Storage
Reading Room
Counseling
Restroom
Restroom
Camarena 7th J7
Orosco 7th J14
Tashima 7th J6
Silva 8th J13
Pond 7th J5
Coelho 6th J12
Taylor 6th J4
Snow 8th J11
Hoover 6th J3
Porter 8th J10
New Junior High Wing
Piper 6th J2
Holdbrooks 8th J9
J
Thayer 6-8 J1
Kirchoff 6-8 J8
Server Room/Storage
Janitor Room/Storage
Staff Restroom
Staff Restroom
Boys Restroom
Girls Restroom
Work Room
Work Room
Psychologist
Conference Room
FIRE DRILL AREA
Orosco
Pond
Coelho
Snow
Silva
Holdbrooks
Kirchhoff
Camarena
Tashima
Arnold
Taylor
Hoover
Piper
Thayer
Counselors
Oakes Jr. High PE
Boys RR
K
Event Center
Ecker Music
Girls RR
Stanley Kinder H2
H
Bono Kinder H1
Office/Nurse
A
Break Room
Kitchen 49
Custodial Office
Parking Lot
Parking Lot
BARN

Comprehensive School Safety Plan

2022-2023
School Year

School:	Akers School
CDS Code:	16 63883 6010292
District:	Central Union Elementary School District
Address:	Constellation Ave. N.A.S. Lemoore, CA 93245
Date of Adoption:	12/6/2022
Date of Update:	11/14/2022
Date of Review:	
- with Staff	12/6/2022
- with Law Enforcement	12/6/2022
- with Fire Authority	

Approved and/or Reviewed by:

Name	Title	Signature	Date
Darin Denney	Assistant Principal		12/6/22
Heiko Sweeney	Principal		12/6/22
ANDREW MAZZA (REVIEWED ONLY)	Kings County Sheriff Deputy	#428	12/15/2022
MICHAEL CLINTON SCHAFLE	School Site Council Chairperson		2022 12 06
Roy Frausto	Head Custodian	Roy Frausto	Dec. 15, 2022

Forms for the Comprehensive School Threat Assessment Guidelines

What is the purpose of these forms?
These forms are used to conduct a threat assessment, as explained in the manual, *Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence*[1], or other training resources.

Do I conduct a threat assessment for all threats?
No. It is not feasible or necessary to conduct a formal assessment for clearly insignificant behavior such as playful bantering or joking. Conduct a threat assessment if there is some reason to be concerned about the behavior. When in doubt about a threat, conduct a threat assessment.

Do I use all of these forms for every threat assessment case?
No. Transient cases are documented with only a few pages (Threat Report, Interview(s), Key Observations, Threat Response), whereas only very serious substantive threats are likely to use all of the forms. In large samples, approximately 75% of cases are transient and fewer than 10% are very serious substantive threats.

Do I complete every section of each form?
No. These forms are intended as guidelines to help you consider the most likely aspects of a case, but you will use your judgment as to what is appropriate for your assessment and intervention.

Who completes the forms?
Threat assessment is a team process and can be documented by any member of the team. A transient threat might be handled by just one team member (preferably in consultation with at least one other team member), whereas a substantive threat will likely engage several team members.

Can I modify these forms?
Yes, within reasonable limits that do not significantly alter the CSTAG process. Be sure that changes are approved by your school system. Some school systems will modify the terminology (e.g., 'safety screening' versus "mental health assessment") or make other adjustments. For example, some schools systems add a place to document who carries out each step of the assessment or add a form to track changes when a student receives ongoing services. Schools can use online versions of these forms, too.

If a threat is resolved, do I change the threat classification to "no threat"?
No. The threat classification reflects your initial assessment and guides your next steps, regardless of how the threat is resolved. Occasionally, the threat classification might change if you find, for example, that a transient case is more serious than you thought and should be changed to a substantive threat. The resolution of a threat should be recorded in the Case Plan section.

Should I document transient threats?

Yes. If a student later carries out a threat that was previously judged to be transient, you will want documentation to show that you made a defensible effort to assess the threat. If a student makes multiple threats, documentation will provide a useful perspective.

Where should I file these forms?
Follow the guidance of your school system to determine where you file records. Some school systems choose to file some or all of the threat assessment forms in the student's educational record and others choose to file some or all of the forms outside of the educational record. Any information placed in the student's educational record is subject to FERPA restrictions.

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[1] The manual is available from School Threat Assessment Consultants LLC at https://www.schoolta.com/manual and from Amazon.com.

THREAT ASSESSMENT AND RESPONSE PROTOCOL©

Comprehensive School Threat Assessment Guidelines

OVERVIEW

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A *transient* threat means there is no sustained intent to harm and a *substantive* threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

School Threat Assessment Decision Tree*

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No → Not a threat. Might be an expression of anger that merits attention.

Yes ↓

Step 2. Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

Yes → Case resolved as transient; add services as needed.

No ↓

Step 3. Respond to a substantive threat.

For all substantive threats:

a. Take precautions to protect potential victims.
b. Warn intended victim and parents.
c. Look for ways to resolve conflict.
d. Discipline student, when appropriate.

Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon.

Serious → Case resolved as serious substantive threat; add services as needed.

Very Serious ↓

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

e. Screen student for mental health services and counseling; refer as needed.
f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.

↓

Step 5. Implement and monitor the safety plan.

Document the plan.
Maintain contact with the student.
Monitor whether plan is working and revise as needed.

*This 5-step decision tree is a reviion of the original 7-step decision tree for the Virginia Student Threat Assessment Guidelines that retains the same information and procedures in a more condensed format.

THREAT REPORT

A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behavior that suggests a threat such as weapon carrying, fighting, or menacing actions should be investigated to determine whether a threat is present.

The process is designed for assessment of threats to harm others and is not intended for individuals who have only threatened to harm themselves. Only a small percentage of cases require both threat assessment and suicide assessment, and in those cases, the team should supplement this form with their choice of a standard suicide assessment protocol.

Name of person reporting threat:	**Date/time threat reported:**
Affiliation of person reporting threat: ❑Student ❑Parent ❑Staff ❑Other:	
Name of person receiving the report:	

INCIDENT or BEHAVIOR OF CONCERN

Name of person making threat:	**Date/time threat made:**
Affiliation of person making threat: ❑Student ❑Parent ❑Staff ❑Other_____	**Status:** ❑Current ❑Former
Identification: ❑Male ❑Female Age: Grade, if student: School program, if student:	
Emergency Contact:	**Relationship:**
Home Address:	**Phone:**
Location threat occurred: ❑ School Building or Grounds ❑School Bus/Other Travel ❑School-Sponsored Activity ❑Digital communication such as text or post ❑Other_____	
Summary of the incident or threat. What was reported? Include who said or did what to whom. Who else was present?	

ASSESSMENT FINDINGS (All sources are not needed in most cases.)

Sources of Information	**Was information reviewed?**	**Relevant Findings** (use additional pages as needed)
Prior threats	❑Reviewed ❑Not applicable ❑ Not available	
Prior discipline incidents	❑Reviewed ❑Not applicable ❑ Not available	
Academic records	❑Reviewed ❑Not applicable ❑ Not available	
Special education records	❑Reviewed ❑Not applicable ❑ Not available	
Other records	❑Reviewed ❑Not applicable ❑ Not available	
Records from other schools	❑Reviewed ❑Not applicable ❑ Not available	
Records from outside agencies (e.g., social services or mental health)	❑Reviewed ❑Not applicable ❑ Not available	
Law enforcement records (criminal history, contacts, firearms purchases, etc.)	❑Reviewed ❑Not applicable ❑ Not available	
Employment records (grievances, disciplinary actions, Title IX, etc.)	❑Reviewed ❑Not applicable ❑ Not available	

INTERVIEWS

When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat, if appropriate to the circumstances. Interview the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the threatening individual's intentions.

Subject: Person who made threat or engaged in threatening behavior

Subject Name		Refer to prior page for additional identifying information.
Person(s) Conducting Interview		**Location, Date of Interview**

Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

2. What exactly did you say? And what exactly did you do?

3. What did you mean when you said or did that?

4. How do you think [person who was threatened] feels about what you said or did? (Probe to see if the subject believes it frightened or intimidated the person.)

5. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.

6. What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)

Target (person who was target of threat) or **Witness** (person with relevant information)

If more than one, complete additional forms. If a group targeted, describe how subject identified the group (e.g., "everyone on this bus") and list all individuals.

Target Name		**ID #**	
Affiliation	❑Administrator ❑Teacher ❑Staff ❑Student ❑Parent/Guardian ❑Other:	**Status**	❑Current ❑Former Grade (if student):
School		**Building/ Program**	
Emergency Contact		**Relation**	
Home Address		**Phone**	
Person(s) Conducting Interview		**Location, Date of Interview**	

Use these questions as a guide to interview the person targeted by the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. If target is a minor, record parent under emergency contact. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

2. What exactly did (subject) say? And what exactly did (subject) do?

3. What did you think he or she meant when he or she said or did that? (Does target believe that subject intends to carry out the threat?)

4. How do you feel about what (subject) said or did?

5. What was the reason (subject) said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

6. What are you going to do now? (Ask questions to determine how target plans to respond to the threat and assist in planning a safe and non-provocative response.) What do you think he/she will do now?

KEY OBSERVATIONS

These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.

Threat is likely to be less serious:		
1. Subjects admits to threat (statement or behavior).	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
2. Subject has explanation for threat as benign (such as joke or figure of speech).	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
3. Subject admits feeling angry toward target at time of threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
4. Subject retracts threat or denies intent to harm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
5. Subject apologetic or willing to make amends for threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
6. Subject willing to resolve threat through conflict resolution or some other means.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
Threat is likely to be more serious:		
7. Subject continues to feel angry toward target.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
8. Subject expressed threat on more than one occasion.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
9. Subject has specific plan for carrying out the threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
10. Subject engaged in preparation for carrying out the threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
11. Subject has prior conflict with target or other motive.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
12. Subject is suicidal. (Supplement with suicide assessment.)	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
13. Threat involved use of a weapon other than a firearm, such as a knife or club.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
14. Threat involves use of a firearm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
15. Subject has possession of, or ready access to, a firearm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
16. Subject has or sought accomplices or audience for carrying out threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
17. Threat involves gang conflict.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
18. Threat involves peers or others who have encouraged subject in making threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
Other relevant observations		

THREAT CLASSIFICATION

Date of initial classification:	**❑Not a threat**	**❑Transient**	**❑Serious Substantive**	**❑Very Serious Substantive**
Date of change in classification, if any:	**❑Not a threat**	**❑Transient**	**❑Serious Substantive**	**❑Very Serious Substantive**
Reason for change:				

OBSERVATIONS SUGGESTING NEED FOR INTERVENTION

This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present.

1. History of physical violence.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
2. History of criminal acts.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
5. History of intense anger or resentment.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
6. Has grievance or feels treated unfairly.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
7. Feels abused, harassed, or bullied.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
8. History of self-injury or suicide ideation or attempts.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
9. Has been seriously depressed.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
10. Experienced serious stressful events or conditions.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
11. Substance abuse history.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
13. Might or does qualify for special education services due to serious emotional/behavioral disturbance.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
14. Prescribed psychotropic medication.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
15. Substantial decline in level of academic or psychosocial adjustment.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
16. Lacks positive relationships with one or more school staff.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
17. Lacks supportive family.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
18. Lacks positive relationships with peers.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
19. Other factors that suggest need for intervention.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	

THREAT RESPONSE

Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).

❑	1. Increased contact/monitoring of subject	
❑	2. Reprimand or warning	
❑	3. Parent conference	
❑	4. Student apology	
❑	5. Contacted target of threat, including parent if target is a minor	
❑	6. Counseling (note number of meetings)	
❑	7. Conflict mediation	
❑	8. Schedule change	
❑	9. Transportation change	
❑	10. Mental health assessment	
❑	11. Mental health services in school	
❑	12. Mental health services outside school	
❑	13. Assess need for special education services	
❑	14. Review of Individualized Education Program (IEP) for students already receiving services	
❑	15. 504 plan or modification of 504 plan.	
❑	16. Behavior Support Plan created or modified	
❑	17. In-school time out or suspension	
❑	18. Out-of-school suspension (number days)	
❑	19. Referral for expulsion	
❑	20. Other disciplinary action	
❑	21. Change in school placement (e.g., transfer, homebound instruction)	
❑	22. Services for other persons affected by threat	
❑	23. Law enforcement consulted	
❑	24. Legal actions (e.g., arrest, detentions, charges)	
❑	25. Other actions	

CASE PLAN

This section can be used to describe the plan for any case and should be completed as Step 5 in cases of a very serious substantive threat.

Case Resolution or Safety Plan	**Date**

Describe how case was resolved, including any plan for further actions. List persons responsible for each component of plan.

Follow-up or Revision of Plan	**Date**

Describe current status of plan and any revisions. List persons responsible for each component of revised plan.

Threat Outcome Summary

This information documents outcomes for case review and evaluation purposes. Complete this form after the threat assessment and update at end of school year.

Demographics of person making threat ❑ Male ❑ Female ❑ Other _____ **Age _____**

Race ❑ American Indian/Alaska Native ❑ Asian ❑ Black/African American ❑ Nat Hawaiian/Pac Islander ❑ White ❑ Other Race

Hispanic or Latinx ❑ Yes ❑ No

If a student: Grade preK K 1 2 3 4 5 6 7 8 9 10 11 12 NA

Individual Educational Program (IEP) at time of threat ❑ Yes ❑ No **Section 504 Plan at time of threat** ❑ Yes ❑ No

Eligible for Free/Reduced Price Meals ❑ Yes ❑ No

Person(s) threatened ❑ one person threatened ❑ more than one person threatened

Who threatened (check all that apply) ❑ student ❑ teacher ❑ school staff member ❑ other

Threat classification ❑ Transient ❑ Serious Substantive ❑ Very Serious Substantive

Threat outcome ❑ Threat not attempted ❑ Threat attempted but averted (no one assaulted) ❑ Threat carried out (someone assaulted)

Most serious injury to person(s) threatened (only answer when threat carried out):

❑ assault with no injury ❑ minor injury (bruise, bloody nose) ❑ serious injury (e.g., broken bone, hospitalization)

Social-Behavioral Outcomes

❑ Student apologized for threat

❑ Student participated in some form of conflict resolution or mediation

❑ Student participated in counseling or mental health services (beyond conflict resolution or mediation)

Consequences for person making threat (partial list; check all that apply)

❑ Referral for counseling, conflict resolution, or mental health services

❑ In-school suspension for ___ days

❑ Out-of-school suspension for ___ days

❑ Transfer to a different school

❑ In-home instruction, including online program

❑ Expulsion

❑ Arrest by law enforcement ❑ Incarceration (e.g., juvenile detention or jail) ❑ Charges in juvenile or adult court

Follow-up (completed at end of school year after the year of the threat assessment)

Have any of the following occurred? Check all that apply:

❑ Student has received counseling or mental health services during this year

❑ Student has received special education services during this year

❑ Student has received educational support services (other than SPED) during this year

❑ Student has some other support services during this year (Describe briefly) _____

❑ Student has received a threat assessment for a new threat or incident this year

End of year behavior status

❑ Student has received a threat assessment for a new threat or incident this year

❑ Student engaged in some kind of violent behavior toward others (e.g., a fight)

❑ assault no injury ❑ minor injury (bruise, bloody nose) ❑ serious injury (e.g., broken bone, hospitalization)

❑ Student has received disciplinary consequences for a new incident/infraction this year

❑ In-school suspension for ___ days

❑ Out-of-school suspension for ___ days

❑ Other removal from school such as transfer to a different school or in-home instruction

❑ Expulsion

❑ Arrest by law enforcement ❑ Incarceration (e.g., juvenile detention or jail)

❑ Charges in juvenile or adult court

End of year academic status

❑ Student graduated

❑ Student completed grade and advanced to next grade

❑ Student moved out of attendance zone and has left this school (Any known reasons) _____

❑ Student dropped out of school

❑ Student failed one or more courses

❑ Student failed one or more state achievement tests

MENTAL HEALTH ASSESSMENT/SAFETY PLANNING INTERVIEW

Comprehensive School Threat Assessment Guidelines©

A mental health assessment is usually conducted in cases involving a very serious substantive threat. The purpose of the mental health assessment is to maintain the safety and well-being of the student and others. Therefore, the assessment has two objectives:

1. *Treatment and referral needs*. Assess the student's present mental state and determine whether there are urgent mental health needs that require attention, such as risk of suicide, psychosis, or rage. Beyond these immediate needs, consider whether there are other treatment, referral, or support needs.
2. *Threat reduction*. Gather information on the student's motives and intentions in making the threat in order to understand why the threat was made and identify relevant strategies or interventions that have the potential to reduce the risk of violence.

Subject Interview (Person who made threat or engaged in threatening behavior)

Subject Name		See records and additional information obtained by threat assessment team to supplement this assessment.
Person(s) Conducting Interview		**Location, Date of Interview**

Usually the interview can begin by asking "Do you know why I want to talk to you?" and after the subject has responded, "Let me explain the purpose of our meeting today." Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

Review of threat

1. What happened that made others worried that you wanted to harm someone? What exactly did you say or do that made them worried? What did you mean by that?

2. I know you must have had reasons to say (or do) that; can you explain what led up to it?

3. How would you do it? (carry out the threat) (Probe for details of any planning or preparation.) Where did the idea come from?

4. What could happen that would make you want to do it? (carry out the threat)

5. What would happen if you did do it? (review both effects on intended victims and consequences for student)

6. What do you think the school should do in a situation in which a person makes a threat like this?

7. What were you feeling then? How do you feel now?

8. How do you think (the person threatened) felt?

Relationship with intended victim(s)

1. How long have you known this person?

2. What has happened in the past between you and this person?

3. What do you think this person deserves?

4. Do you see any way that things could be improved between you and this person?

Family support

1. Whom do you live with? Are there family members you don't live with? Have there been any changes in the past year?

2. Whom in your home are you close to?

3. How well do your parents/guardians know you?

4. Where do you go after school? Where are your parents/guardians at this time? How much do they keep track of where you are or what you are doing?

5. How strict are your parents/guardians? What do they do if you do something they don't want you to do? When was the last time you got in trouble with them? What was the worst time?

6. How will your parents/guardians react (or how did they react) when they found out about this situation?

Stress and trauma

1. What kinds of things have been going on with you lately? What sorts of things have you worried about?

2. How has your school work been going lately? Are there things you have been worried about with your school work? Other things at school?

3. What is the worst thing that has happened to you lately? Have any other bad things happened? Is there something you regret or wish you could change?

4. Have there been any changes in your family? Has anyone been sick, moved away, or had anything bad happen to them?

5. Do you have any family members in jail or prison?

6. Do you take any medication?

7. Have you been involved in any counseling?

Mood

1. What has your mood been like the past few weeks? Have you felt down or depressed at times? How bad has it been? (Be alert for statements of pessimism and hopelessness that might indicate suicide risk. If there are indications of suicidal thoughts or feelings, there should be a more extensive evaluation of suicide risk. If necessary, develop a plan for protecting the student and making appropriate referrals.)

2. Have you felt nervous or anxious? Irritable or short-tempered? How bad has it been?

3. Have you ever felt like life wasn't worth living? Like maybe you would kill yourself?

4. Have you ever done something to hurt yourself on purpose? Ever cut yourself on purpose?

5. Have you had any problems with your sleep? Appetite? Energy level? Concentration?

6. Have you been taking any medication to help with your mood or for any other reason?

Psychotic symptoms

Ask a few probe questions and follow up if there is any indication of delusions or hallucinations. Phrase questions appropriate to student's age and understanding.

1. Have you had any unusual experiences lately, such as hearing things that others cannot hear or seeing things that others cannot see?

2. Have you felt like someone was out to get you or wanted to harm you? Have you had any other fears that seem strange or out of the ordinary?

3. Do you have any abilities or powers that others do not have, such as ESP or reading minds?

4. Have you felt numb or disconnected from the world, or like you were somehow outside your body?

Note and inquire about any other symptoms of mental disorder.

Weapons

Ask about any weapons mentioned in the threat. As an example, these questions concern a threat made to stab someone.

1. You said that you were going to stab (name of victim). What were you going to stab him with?

2. Do you have a knife? What kind of a knife is it? (Or, how would you get a knife?)

3. Have you ever had to use a knife with someone? What happened?

4. What do you think would happen if you did use a knife with (name of victim)?

Access to firearms

Ask about firearms in all cases, even if no firearm was mentioned. If the threat involved a knife, bomb, or other weapon, ask about that weapon, too.

1. Do you have a gun?

2. Are there guns in your home? Have you ever used a gun for hunting or target shooting?

3. If you wanted a gun, how would you get one?

4. What do you think you might do if you had a gun?

5. Have you ever had to use a gun with someone? Have you ever thought about using a gun with someone?

Aggressive behavior

1. Do people treat you fairly? Who has been unfair with you lately? When people treat you unfairly, what do you do about it?

2. When you get angry, what do you do? Has your temper ever gotten you into trouble?

3. Do you get into fights? When was the last time? What happened?

4. Have you ever threatened to harm anyone before?

5. Have you thought about what it would be like to hurt someone really bad? Have you written any stories or made any drawings that are violent?

6. Have you ever set fire to things?

7. Have you damaged your own property or someone else's property?

8. Have you ever intentionally hurt an animal?

School discipline

1. When was the last time you got into trouble in school? What happened?

2. Have you ever been suspended or expelled?

3. Have your parents ever been called to school because of your behavior?

4. Do you ever cut school or certain classes?

5. Do you feel that the rules at this school are fair? What has been unfair?

Delinquent behavior

1. Have you been in trouble with the law or with police before? What happened?

2. Have you ever gone to juvenile court? What was it about?

3. Have you done things that could have gotten you arrested or in trouble with the law? What was the worst thing? What else?

4. Do you drink beer, wine, or other alcohol? Have you ever? How often do you drink? When was the last time? Tell me about it.

5. Do you smoke marijuana? Have you ever? How often? When was the last time?

6. Have you used any other drugs? How often? When was the last time? Tell me about it.

Exposure to violence

1. Do you see or hear of violence in your neighborhood?

2. Do you know anyone who was shot, stabbed, or beat up real bad?

3. Do people argue much at home? Does anyone get physically aggressive?

4. What kind of movies do like? What kind of video games do you enjoy playing? What are your favorite Internet sites?

5. Ask the student about his/her reactions to any recent acts of violence or to any highly publicized school shootings.

Bullying

Bullying is broadly defined and may include teasing, social exclusion, or other forms of humiliation in addition to physical threats of violence. The student may not use the term "bully," and may be reluctant to admit being the victim of bullying behavior, so be prepared to rephrase questions and probe for victim experiences.

1. Is there anyone who has threatened you recently? Is there anyone who makes you feel afraid? (Ask about sexual threats if appropriate to situation.)

2. Is there anyone who has teased you or picked on you recently? Is there anyone who has beat you up or pushed you around? How about at home?

In response to any positive answer, follow up for more information: How often does it happen? What have you tried to do about it? Did you let any adult know about this, and if so, what happened? Be alert to statements indicating that a bullied student feels like there is no solution to the problem or is contemplating revenge.

Peer relations

1. What are your friends like? Have you had any trouble with your friends lately? Who is your best friend?

2. How would your friends describe you?

3. Do you have a boyfriend/girlfriend? (Keep in mind that the student might not be heterosexual, and there may be concerns in this area.) How are things going with him/her? Did you have one before? What happened in that relationship?

4. Do you have friends who get in trouble?

5. Have you ever joined a gang? Been part of a group like a crew, clique, posse, or mob?

6. Do any of your friends know about (refer to threat situation?) What did they say about it? Anyone who feels the same way you do?

Coping

1. How do you like to spend your free time?

2. What kinds of things do you do well?

3. What are your hobbies and interests? What do you enjoy doing?

4. Can you think of a problem you faced in the past that worked out okay? Can you think of a problem that you solved? Can you think of a time when you went to someone about a problem and that person was able to solve it?

5. What are your plans for the future? What would you like to do when you finish school?

6. What could we do that would help with (refer to the problem that led to the threat)?

Parent/Guardian Interview

Parent Name		**Relationship to Student**
Person(s) Conducting Interview		**Location, Date of Interview**

Understandably, parents may feel apprehensive, guilty, or defensive when being interviewed about their child's behavior. It is important that the interviewer find ways to convey respect for the parent, starting from the initial contact and throughout the interview. Also, it should be evident that the interviewer is interested in understanding and helping the parent's child; otherwise, the parent may regard the interview as an investigation designed to uncover evidence of wrongdoing by the student or incompetence by the parent. Overall, the interviewer should make every effort to engage the parent as an ally. Emphasize the common goal of helping their child to be safe and successful in school.

Parent knowledge of the threat

1. What do you (the parent) know about the threat?

2. Have you heard your child (or use child's name) talk about things like this before?

3. Are you familiar with (the intended victim)? (Ask about the child's history with the intended victim—previous relationship and interactions.)

4. (Ask questions to determine if the child has the means to carry out the threat, such as access to firearms.)

5. What are you planning to do about the threat? (Is the parent willing to work with the school to develop a plan to assure the threat will not be carried out and that the student's needs are addressed?)

School adjustment

1. Has your child ever been suspended or expelled from school?

2. Have you ever met with the school (teacher, counselor, principal) about concerns in the past? What happened, what was going on, what was the outcome?

3. Has your child ever needed special help in school? Ever been retained?

4. Has your child ever been tested in school?

5. How does your child like school?

6. How often does your child do homework?

7. What are your child's teachers like?

Family relationships and current stressors

1. Who lives in the home?

2. Are there any important events that have affected your family/child? Ask about any recent or pending changes, such as:

   Move, divorce/separation, losses

   Financial status, employment changes for parents

   Others in home involved with court or the law

3. Who does your child share concerns with? Who is he/she close to?

4. How well does he/she get along with parents? Siblings? Type of conflicts, over what, how resolved?

5. How does your child show anger toward you and other family members?

6. What does your child do after school? Who supervises? What time is your child supposed to be home at night?

7. What responsibilities does your child have at home?

8. Does your child follow rules? What are the consequences for not following the rules?

Peer relations and bullying

1. Has your child reported being teased, intimidated, rejected, or bullied in some other way? (If so, what has the parent done in response?)

2. Who are your child's friends? Are you pleased or displeased with your child's choice of friends?

3. How much is the child influenced by peers? Are there any examples of your child doing something to please peers that got him or her into trouble?

Delinquent behavior

1. Has your child been in trouble with the law or with police before? What happened?

2. Has your child ever gone to juvenile court? What was it about?

3. Has your child done things that could have gotten him or her arrested or in trouble with the law? What was the worst thing? What else?

4. Does your child drink beer, wine, or other alcohol?

5. Does your child smoke marijuana?

6. Has your child used any other drugs?

History of aggression

1. How does your child handle frustration?

2. When your child gets angry, what does he/she do?

3. Has your child gotten into fights in the past? When, where, with whom?

4. Has your child's temper ever gotten him/her into trouble?

5. Has your child ever hit you or other family members?

6. Has your child destroyed his or her own things, or someone else's property?

7. Does your child have any pets? Has he/she ever intentionally hurt the pet or some other animal?

Access to weapons

1. Do you have a gun in your home? Does your child have access to firearms through friends, relatives, or some other source?

2. Does your child have access to weapons other than firearms, such as military knives, martial arts weapons or some other kind of weapon?

3. Has your child ever talked about using a weapon to hurt someone? Ever gotten into trouble for using a weapon, carrying a weapon, or threatening someone with a weapon?

4. What can you do to restrict your child's access to weapons?

Exposure to violence

1. Has your child ever been a victim of abuse?

2. Is your child exposed to violence in the neighborhood?

3. Do people argue much at home? Has there been any physical aggression at home?

4. What kinds of movies, video games, internet sites does your child like? Any parent restrictions? Level of supervision? Child's response?

History

1. Ask about any delays in cognitive, motor, language development. How old was your child when he/she started to walk, talk?

2. Has your child ever had a problem with bedwetting? When, how long? Was anything done for this?

3. Has your child ever been hospitalized? Had any serious illnesses?

4. Has your child had any recent medical treatment? Taking any medications? Obtain diagnoses and medications. Ask for a release.

Mental health

1. Does your child have problems paying attention? Does your child follow directions without repetition and reminders? Does your child complete activities on his/her own? Does your child say things without thinking? Surprised by the consequences of his/her actions?

2. What has your child's mood been like the past few weeks?

3. Has your child been unusually nervous or anxious? Irritable or short-tempered? How bad has it been?

4. Has your child had problems with sleep? Appetite? Energy level? Concentration?

5. Has your child ever talked about hurting himself or herself? Have you ever been concerned that he/she might be suicidal?

6. Have there been any times when your child seemed to be hearing things that weren't there? Has he/she said things that didn't make sense or seemed to believe in things that weren't real?

7. Has your child ever seen a counselor or therapist? Ever taken medication for his/her behavior or mood?

8. Has your child had any involvement with other agencies/programs in the community?

Teacher/Staff Interview

Name of Person Interviewed		**Relationship to Student**
Person(s) Conducting Interview		**Location, Date of Interview**

Academics

1. How is this student doing academically? Has there been any change in recent weeks?

2. What are this student's verbal skills? How well can he or she express himself/herself in words?

3. Has this student been considered for special education or placed in special education? What kinds of difficulties does the student have? If a student is receiving special education services, ask about the problem behaviors that are regarded as part of his or her disability.

Teacher knowledge of the threat

1. What do you know about the threat?

2. Have you heard this student talk about things like this before?

3. What have other students told you about this incident?

4. Is there another teacher or staff member who might know something about this?

Student's peer relations

1. How well does this student get along with other students?

2. Who are the student's friends?

3. Are there students who do not get along with this student?

4. Have there been other conflicts or difficulties with peers?

5. Has this student ever complained of being bullied, teased, or treated unfairly by others?

Depression

1. Have there been any apparent changes in the student's mood, demeanor, or activity level? Seemed withdrawn or apathetic?

2. Has the student expressed any attitudes that could imply depression, such as expressions of hopelessness or futility, inadequacy or shame, self-criticism or worthlessness?

3. Has this student shown an increase in irritability or seemed short-tempered?

Discipline

1. What kinds of discipline problems have you experienced with this student?

2. How does this student respond to being corrected by an adult?

3. What are the student's emotional responses to being disciplined?

Aggression

1. How does this student express anger?

2. Does this student seem to hold a grudge? Seem resentful?

3. Has this student done anything that expresses anger or aggression, or has an aggressive theme in written assignments, drawings, class projects, etc.?

Parents

1. Have you had any contact with this student's parents? What happened?

Mental Health Assessment Report Template

Identifying Information

Give the student's name, gender, age, grade, school, and other relevant identifying information.

Reason for Referral

State that this evaluation was requested by the school principal because the student made a threat of violence that was judged to be a very serious, substantive threat. Describe the threat, including the exact statement or threatening behavior, and where and when it took place.

Sources of Information

Describe or list the sources of information used in this report, including information from team interviews with the student, witnesses, and parents, as well as any relevant records or psychological tests.

Major Findings

Describe how the child presented and any important aspects of his or her mental state, including any indications or markers of mental disorder requiring further evaluation or referral. Identify any stresses, conflicts, or unmet needs that affect the child's functioning or bear on the threat incident.

Review the child's understanding of the threat and its meaning from his or her perspective. Note whether the child has a history of violent or aggressive behavior, and any findings from the assessment that raise concerns about the child's potential for violence, such as access to firearms, peer encouragement to fight, drug use, or inadequate home supervision.

Conclusions

In general, the mental health professional should not be expected to make a definitive statement that a child is or is not dangerous; such statements go beyond current knowledge in the field of risk assessment. The report may identify risk factors and protective factors, and express concerns where there appear to be compelling risk factors.

The report should present recommendations aimed at reducing the risk of violence, and they might convey the degree of concern about the potential for violence in general terms, recognizing that a precise measure of risk is not feasible. In all cases, the goal is to reduce the risk of violence rather than to predict violence.

Recommendations may include a wide range of strategies, but should address both any immediate safety needs to protect potential victims and broader efforts to resolve conflicts or problems that precipitated the threat.

There are two basic types of recommendations. First are recommendations for school behavior support, which are actions to be taken at school. The report should identify any signs of disability that would indicate the need for further assessment, child study, or special education evaluation. Second, if appropriate, the report may propose other recommendations for the parents to consider implementing outside of school, such as seeking community-based services for their child.

BEHAVIOR INTERVENTION PLAN

For behavior interfering with the student's learning or the learning of others
Confidential - For Teacher/Staff Use Only
See: www.pent.ca.gov for downloadable forms

This BIP attaches to: ☐ *IEP date:* _____ ☐ *504 plan date:* _____ *Team meeting date:*

☐*School Safety plan/Threat Assessment form: date:*_____

Student Name _____ **Today's Date** _____ **Next Review Date** _____

1. The behavior impeding learning is (*describe what it looks like*)_

2. It impedes learning of self or others because

3. The need for a Behavior Intervention Plan ☐ early stage intervention ☐ moderate ☐ serious ☐ extreme

4. Frequency or intensity or duration of behavior

☐ reported by and/or ☐ observed by

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NEEDED CHANGES

5. What are the predictors for the behavior? (S*ituations in which the behavior is likely to occur: people, time, place, subject, etc.)*

6. What supports the student using the problem behavior? (*What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?*)

Remove student's need to use the problem behavior

7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior?

Who will establish? Who will monitor?

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO SUPPORT

8. Team believes the behavior occurs because: (*Function of behavior in terms of obtaining, protesting, or avoiding something*)

Support an alternative behavior that meets same need

9. What team believes the student should do instead of the problem behavior? (*How should the student escape/protest/avoid or get his/her need met in an acceptable way?*)

10. What teaching strategies/curriculum/materials are needed to teach the alternative behavior?

By whom? How frequent?

11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

Selection of reinforcer based on:

☐ reinforcer for using replacement behavior ☐ reinforcer for general increase in positive behaviors

By whom? Frequency?

REACTIONS PART III: STRATEGIES FOR RESPONDING TO PROBLEM RECURRENCE

12. What strategies will be employed if the problem behavior occurs again? (Prompt student to switch to the replacement behavior, review negative consequences of undesirable behavior)

Personnel?

OUTCOME PART IV: BEHAVIORAL GOALS

13. Behavioral Goal(s)

The above behavioral goal(s) are to: ☐ Reduce frequency of problem behavior ☐ Increase use of replacement behavior

☐ Develop new general skills that remove student's need to use the problem behavior

Conclusions

Are curriculum accommodations or modifications also necessary? Where described:	☐ **Yes**	☐ **No**
Are environmental supports/changes necessary?	☐ **Yes**	☐ **No**
Is reinforcement of alternative behavior alone enough (no new teaching is necessary)?	☐ **Yes**	☐ **No**
Are both teaching of new alternative behavior AND reinforcement needed?	☐ **Yes**	☐ **No**
This BSP to be coordinated with other agency's service plans?	☐ **Yes**	☐ **No**
Person responsible for contact between agencies		

COMMUNICATION PART V: COMMUNICATION PROVISIONS

14. Manner and frequency of communication, all participants:

Between? Frequency?

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

☐ Student:

☐ Parent/Guardian:

☐ Educator and Title:

☐ Educator and Title:

☐ Educator and Title:

☐ Administrator:

☐ Administrator:

☐ Other:

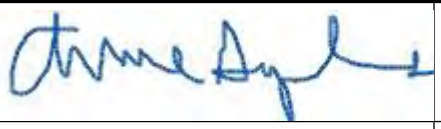
☐ Other:

Comprehensive School Safety Plan

2022-2023
School Year

School:	Central Elementary School
CDS Code:	16-63883-6010300
District:	Central Elementary School District
Address:	15783 18th Avenue Lemoore, CA 93245
Date of Adoption:	October 6, 2022
Date of Update:	10/6/22
Date of Review:	
- with Staff	10/27/22
- with Law Enforcement	10/24/2022
- with Fire Authority	12/5/22

Approved and/or Reviewed by:

Name	Title	Signature	Date
Anne Gonzales	Principal		
Daniel Olveda	SSC Secretary		
Jordan Rael	Custodian		
Deputy Lee Wisecarver	SRO		

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

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

Safety Plan Vision

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

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

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

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

Components of the Comprehensive School Safety Plan (EC 32281)

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

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

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
In accordance with education code, Central school develops the comprehensive school safety plan using the input of committee members to address various components of safety.
The following procedures and exercises are in place for all staff and students related to school safety.
1. Student Code of Conduct - Refer to the Student Handbook and Education codes addressing suspension and expulsion matters
2. Safe Ingres to and egress to travel on to campus and off campus for students, staff and parent/school community members
3. Incident reporting procedures for reporting acts of bullying and acts of school vandalism/crime
4. Annual and monthly exercise drills for emergency disaster preparedness and procedures (i.e. fire drills, evacuation, drop and cover, intruder on campus, medical lockdown)
5. Policies and procedures regarding acts of harassment, discrimination, and notification of dangerous students to teaching staff.
6. Mandated reporting procedures for all certificated and classified staff
7. Volunteer training and procedures including Raptor check-in and volunteer badges are issued.
8. Anti-bully awareness campaign (October) and ongoing year-long activities infused in the school to address Kindness, Inclusion and Acceptance
9. Administration/Counseling support to address situations of peer conflict concerns

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

A mandated reporter shall make a report whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (PC1166). All classified and certificated personnel members are considered mandated reporters and must follow reporting procedures in accordance with (PC 11166).

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

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

Disaster Plan (See Appendix C-F)

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

Cafeteria Capacities
Akers 480
Central 287
Neutra 450
Stratford 656

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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

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

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

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

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

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence

However, possession of an imitation firearm, as defined in Education Code 48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.

1. Brandishing a knife as defined in Education Code 48915(g) at another person
2. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
3. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
4. Possessing an explosive as defined in 18 USC 921

Mandatory Recommendation for Expulsion

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

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

Grounds for Suspension and Expulsion

Any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))

2. A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))

3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

4. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

6. Committed or attempted to commit robbery or extortion (Education Code 48900(e))

7. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

8. Stole or attempted to steal school property or private property (Education Code 48900(g))

9. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. Students' possession or use of nicotine delivery devices, such as electronic cigarettes, is also prohibited. (Education Code 48900(h))

10. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

11. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties (Education Code 48900(k))

13. Knowingly received stolen school property or private property (Education Code 48900(l))

14. Possessed an imitation firearm

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

15. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

17. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

18. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4, that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

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

19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

20. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2) (grades 4-12)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

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

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

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

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

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

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

School Site Alternative

The following school site alternative may also be used with suspension or in place of suspension as listed on the preceding pages. In all cases, discipline should be consistent and fair. Such things as the intent of the student and repetition of the same or similar offenses will be taken into consideration. Alternatives include, but are not limited to, the following:

1. Student conference
2. Parent conferences
3. Parent-student-staff conferences
4. Change of homeroom
5. Behavior contact
6. Restriction of campus privileges, school activities, etc.
7. Detention
8. Suspension from class by a teacher
9. Restitution or work towards restitution
10. Referral to the School Attendance Review Board
11. In-school suspension (on campus but out of classroom)
12. Required parental attendance in a child’s class (California Education Code § 48900.1)
13. Work Detention
14. Saturday School

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

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

THREAT ASSESSMENT AND RESPONSE PROTOCOL©
Comprehensive School Threat Assessment Guidelines
OVERVIEW

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A transient threat means there is no sustained intent to harm and a substantive threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.
A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

School Threat Assessment Decision Tree*

Step 1. Evaluate the threat.
Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?
No, Not a threat. Might be an expression of anger that merits attention.
Yes
Step 2. Attempt to resolve the threat as transient.
Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone? Yes, Case resolved as transient; add services as needed.
No

Step 3. Respond to a substantive threat.
For all substantive threats:
a. Take precautions to protect potential victims.
b. Warn intended victim and parents.
c. Look for ways to resolve conflict.
d. Discipline student, when appropriate.

Serious

Case resolved as serious substantive threat; add services as needed.

Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon.

Very Serious

Step 4. Conduct a safety evaluation for a very serious substantive threat.
In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:
e. Screen student for mental health services and counseling; refer as needed.
f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.

Step 5. Implement and monitor the safety plan.
Document the plan.

Maintain contact with the student.
Monitor whether plan is working and revise as needed.

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

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

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

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

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

1. Central School student "Wolf Rights" are posted in every classroom; one to two wolf rights are stated in every morning announcement by the school principal (Right to be Heard, Safe, Learn and Respected).
2. Central has implemented "The WOLF Way - Welcoming Opportunities for Learning and having Fun". Assemblies for students in grades 4th-8th grade addressing positive school wide behaviors and incentives are reviewed.
3. School wide expectation banners are posted in all areas of the campus which incorporate reminders of positive and desired behaviors (banners highlight conduct in or on: bus, cafeteria, bathrooms, health office, school front office, library, P.E. classroom, Counseling and Student Support room). One of these expectations in one of these areas is highlighted daily during morning announcements by the school principal.
. Playground Training is offered to over a period of 6 days for K-5th grade students and 4 days for 6th-8th grades at the beginning of the school year. Instructional aides review rules, use of equipment, model acceptable behavior and discuss consequences. Zones for areas of play and the category of play are also reviewed for student understanding.
6. National Anti-Bullying Awareness Campaign – Designed appropriate lessons which afford modeling and role playing to all students in grades Kinder-4th graders. The school counselor/school social work interns deliver lessons (whole class) that discuss acceptable student behaviors/interaction, promote conflict resolution and advocacy.
7. Instructional Aide Training – Supervision Handbook. A review and training of student behaviors and expectations for various settings.
8. Random Acts of Kindness - Curriculum is used throughout the K-8th grade classrooms.
9. Activities emphasizing RAK, acceptance, inclusion and kindness are afforded to students throughout the school year. Some these include: Unity Day/Month- October, World Kindness Day - November, etc.

Element:
School Wide Positive Expectations and Discipline Program

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Offer students and faculty a safe, clean and orderly place for learning and teaching.	Provide opportunities for students to know and learn positive behaviors and expected behaviors.	Site Administration, Student Feedback, School Wide Positive Behavior Matrix, School Support Counselor and Social Work Intern	Site Administration	Attendance data, Referrals data, Student Progress Reports and Report Cards
	Train staff to understand student developmental needs and areas of supervision required at non-class time.	Site Administration	Site Administration	Panorama SEL surveys
	Train classified staff strategies for proper supervision and de-escalation procedures.	Site Administration, School Counselor and Psychologist	Site Administration	

Component:
Attendance -

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

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain an attendance rate of 94.7% or better for the school year.	Provide parents and guardians with information regarding attendance laws and regulations.	Daily monitoring of all attendance via Powerschool	Site Administration, School Office Clerk	Student Attendance reports conducted daily, monthly
Monitor truancy cases	Submit cases to Student Attendance Review Team (SART) and Student Attendance Review Board (SARB).	Letters addressing ongoing tardies, truancy and chronic absenteeism are developed and monitored and sent to families.	Site Administration, School Office Clerk	Number of students receiving recognition and incentive awards for perfect and outstanding attendance
	Continue to provide incentives and reward systems for perfect and outstanding attendance	SART and SARB procedures are followed	Site Administration, School Resource Officer and School Office Clerk	Number of cases submitted to SART and SARB
	Provide student activities that promote attendance awareness and school spirit, connectedness and belonging.	Attendance Incentives including daily, weekly, monthly and trimester awards are afforded to all students who qualify. Wolf Pack Store dollars are provided for attendance for the student store.	Site Administration, Teaching staff	
	Central Attendance Coalition which meets monthly to understand and make recommendations for attendance patterns/concerns. SRR Liaisons are assisting with monitoring students.	CAC meetings are held monthly to evaluate progress of attendance patterns.	Site Administration, District Office Personnel, SRR Education and Recreation Department, School Counselor/Psychologist	

Component:
Student Behavior - Code of Conduct

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

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Central school will maintain a suspension rate of 5% or less over the school year.	Work with students daily on understanding school wide expectations. Provide multiple methods of corrective measures for students to curb their undesirable behaviors Provide playground training to all students so they understand how to safely use equipment and turn taking/communication skill building	Instructional Aides Site Administration Teaching Staff School Resource Officer and District Personnel School Assemblies on "The WOLF Way"	Instructional Aides Site Administration Teaching Staff School Resource Officer	Number of student referrals for discipline concerns

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

Central Elementary School Student Conduct Code

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

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

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

Conduct Code Procedures

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

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

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

(K) Hate Crime Reporting Procedures and Policies

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

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

(J) Procedures to Prepare for Active Shooters

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

Procedures for Preventing Acts of Bullying and Cyber-bullying

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

Safety Plan Review, Evaluation and Amendment Procedures

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

Safety Plan Appendices

Emergency Contact Numbers

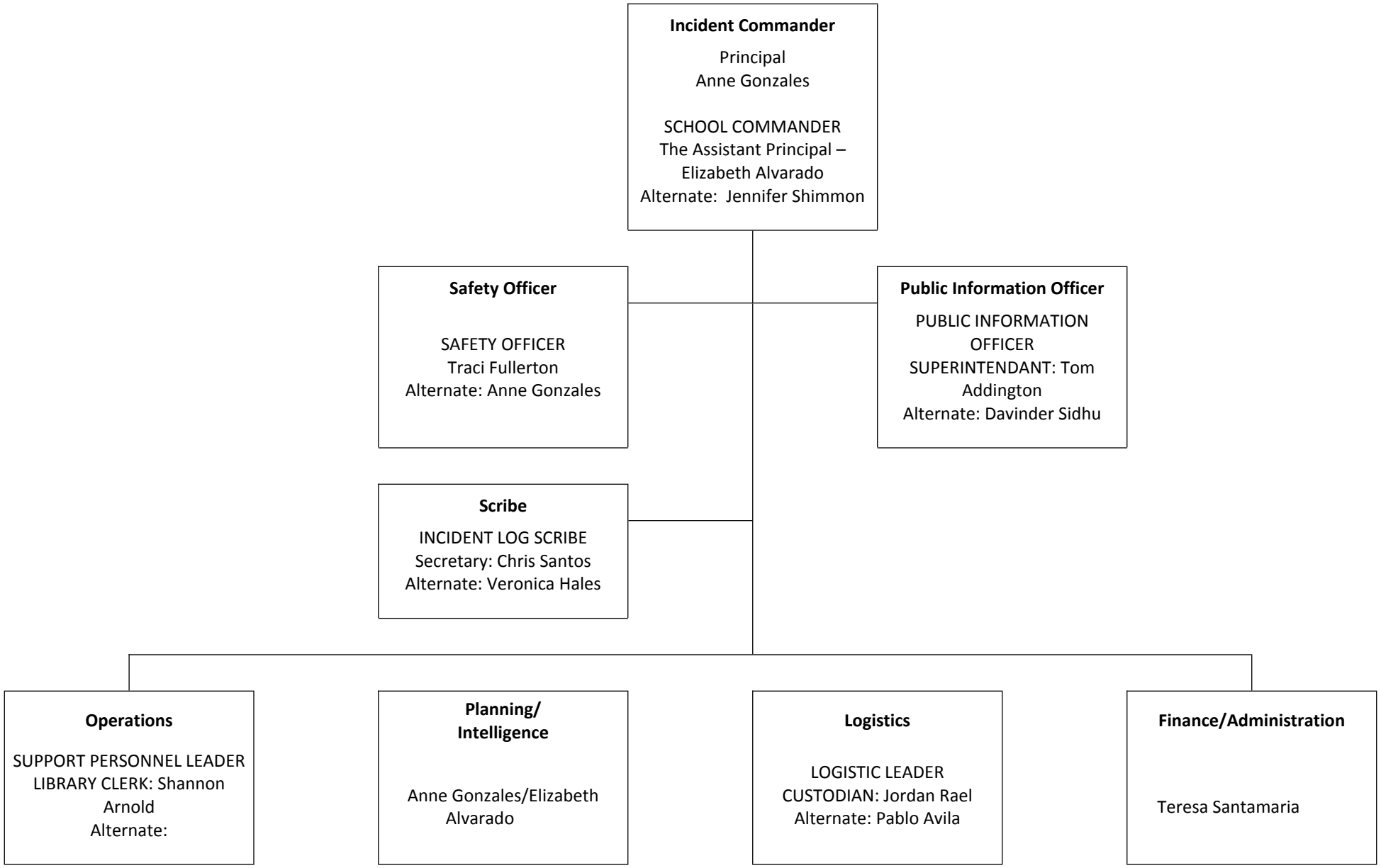
Utilities, Responders and Communication Resources

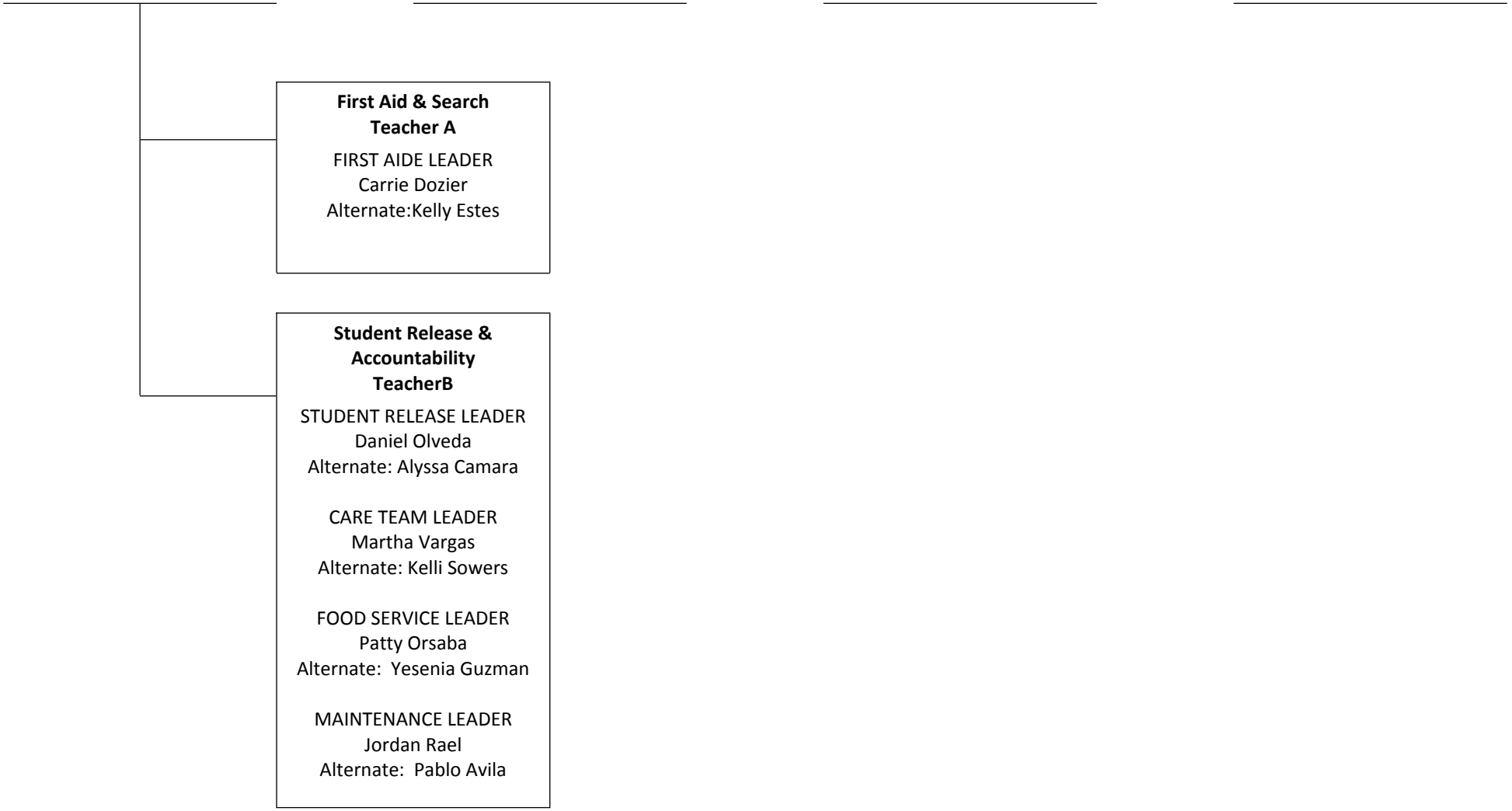
Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Kings County Sheriff Department	582-3211 Ext. 2720	Deputy Lee Wiscarver, SRO
Law Enforcement/Fire/Paramedic	Kings County Fire Department	924-2626	
Public Utilities	Pacific Gas & Electric (PG&E)	1-800-743-5000)	
American National Red Cross	Red Cross (Kings County)	(559)-732-6436	
Other	Kings County Child Protective Services	(559)-582-8776	
Other	Poison Control Center	1-800-222-1222	
Other	Kings County Mental Health	582-4481/1-800-655-2553	
School District	Central Union School District	559-924-3405	Tom Addington/Traci Fullerton
	Principal	559-917-1349	Anne Gonzales
	Assistant Principal	559-696-0779	Elizabeth Alvarado

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Central Safety Plan Reviewed and Updated	8/10/22 @ 8:30am	Central School, Plant Meeting, Instructional Aides Meeting
School Site Council Meeting	10/06/22 @ 2:15pm	SSC meeting #1
School Site Council Meeting	12/02/22 @ 2:15pm	SSC Meeting #2
Safety Campus Debrief with all Staff	11/2/22	All Staff - 3 meetings

Central Elementary School Incident Command System




First Aid & Search
Teacher A
FIRST AIDE LEADER
Carrie Dozier
Alternate:Kelly Estes
Student Release &
Accountability
TeacherB
STUDENT RELEASE LEADER
Daniel Olveda
Alternate: Alyssa Camara
CARE TEAM LEADER
Martha Vargas
Alternate: Kelli Sowers
FOOD SERVICE LEADER
Patty Orsaba
Alternate: Yesenia Guzman
MAINTENANCE LEADER
Jordan Rael
Alternate: Pablo Avila

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

LEVEL I – OVERSIGHT

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

The Principal – Anne Gonzales

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

LEVEL II – EMERGENCY OPERATIONS TEAM (EOT)

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

SCHOOL COMMANDER
The Assistant Principal - Elizabeth Alvarado
Alternate: Jennifer Shimmon

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

LOGISTIC LEADER
CUSTODIAN: Jordan Rael
Alternate: Pablo Avila

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

PUBLIC INFORMATION OFFICER
SUPERINTENDANT: Tom Addington
Alternate: Davinder Sidhu

- Releases all information
- Completes Form #10

SAFETY OFFICER
Traci Fullerton

Alternate: Anne Gonzales

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

INCIDENT LOG SCRIBE
Secretary: Chris Santos
Alternate: Veronica Hales

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

SUPPORT PERSONNEL LEADER
Library Clerk: Shannon Arnold
Alternate:

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

LEVEL III – EMERGENCY OPERATIONS TEAM (EOST)

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

STUDENT RELEASE LEADER
Daniel Olveda
Alternate: Alyssa Camara

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

CARE TEAM LEADER

Alternate: Kelli Sowers

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

FIRST AIDE LEADER
Carrie Dozier
Alternate: Kelly Estes

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

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

FOOD SERVICE LEADER
Patty Orsaba
Alternate: Yesenia Guzman

- Oversees dispensation of food and water.

MAINTENANCE LEADER
Jordan Rael
Alternate: Pablo Avila

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

Management Level I: Oversight

The Principal

Anne Gonzales

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

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

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

School Commander
Elizabeth Alvarado

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

Logistics Leader
Jordan Rael

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

Public Information Officer
Tom Addington

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

Safety Officer
Traci Fullerton

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

Incident Log Scribe
Chris Santos

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

Support Personnel Leader
Shannon Arnold

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

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

Student Release Leader
Daniel Olveda

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

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

First Aid Leader
Carrie Dozier

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

Food Service Leader
Patty Orsaba

Alternate: Yesenia Guzman

Oversees dispensation of food, water.

Maintenance Leader
Jordan Rael

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

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

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

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

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

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

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

Emergency Response Guidelines

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

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

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

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

Emergency Contact Numbers.

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

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MISSING STUDENT

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

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

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

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EVACUATION

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

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

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

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

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

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LOCKDOWN

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

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

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DROP AND COVER

Types of Crisis: Earthquake: Explosion

If inside building

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

If outside building

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

Types of Emergencies & Specific Procedures

Aircraft Crash

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

Action

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

Responsibility

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

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

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

Teachers should take roll using their Class Emergency Lists.

Animal Disturbance

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

Armed Assault on Campus

ARREST OF STUDENTS

The Board has authorized site administrators to release minor students into the custody of a law enforcement officer for the student's arrest or to have a CPS (Child Protective Services) worker talk with the child at the school site. Law enforcement and probation officers have the right to enter a school site to affect a lawful arrest. School staff has no authority over law enforcement personnel in this situation.

Questioning Students

Law enforcement officials have the right to interview students on school premises when the students are suspected of having committed a crime. When such an interview is requested, the site administrator or designee shall ascertain the officer's identity, official capacity, and the authority under which he/she acts. School personnel shall serve in a guardian role for the student though law enforcement personnel retain ultimate authority. If an officer requests to interview a student, the site administrator or designee shall:

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

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

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

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

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

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

Biological or Chemical Release

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

The following precautions should be taken.

Action

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

Responsibility

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

Bomb Threat/ Threat Of violence

BOMB THREAT

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

Person Receiving the Call

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

3. Gather and record information about the call. Ask questions.
o Where is the bomb?
o What time will it detonate?
o What kind of bomb is it?
o What does the bomb look like?
4. Estimate the age of the caller.
5. Determine the sex of the caller.
6. Note voice quality, accent, and any peculiar speech mannerisms.
7. Note the exact time the call was received.
8. Note any background noises (people, traffic, music).
9. Provide this information to the site administrator.

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

Bomb Threat Call Reporting Form

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

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

Background sounds:
__Traffic
__Voices
__Music
__Animals
__Static
__Pay phone
Familiar voices:
It sounds like: _____
__Familiar _____
__Horse _____
_____

__Dishes
__PA system
__Motor
__Baby
__Local call
__Long distance
__Laughing

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

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

Other remarks: _____

Place a copy of this form under the telephone.

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

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

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

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

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

At the scene of an accident involving a school bus, the responding law enforcement agency is in charge. The responsibility for the release of students still rests, however, with employees of the Central Union School District. The following bus emergency procedures shall be enacted when the welfare and safety of students are involved. The severity of the accident may alter the order of events to protect the welfare of children.
Responsibilities of the Driver and Teachers
1. Provide emergency first aid for restoration of breathing, severe bleeding, shock, and minor injuries.
2. Evacuate the bus, if it is required for the safety of the passengers. Give instructions for an orderly evacuation from designated exits. Announce a specific assembly point after the evacuation. Check to be sure all passengers have left the bus. Take roll using the Class Emergency List. Supervise students at the assembly area.
3. Notify the California Highway Patrol. If necessary, also notify the fire department and call for an ambulance. CALL 911.
4. Contact the director of transportation (559-924-6440) with the following:
4.1 Type of accident
4.2 Location of nearest intersection
4.3 Extent of injuries and any request for emergency ambulance service
4.4 Request another bus for to transport students (if necessary)
4.5 Provide the names of people sent to the hospital and name the hospital
Responsibilities of the School of Attendance
1. Notify the District Office (559-924-3405)
2. Dispatch staff to attending hospital
3. Notify parents/guardians of the incident
4. Release students to parents/guardians

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

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

Disorderly Conduct

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

Procedure
1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION
4. The School Administrator will call emergency services (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the District Superintendent of the situation.

Earthquake

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

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

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

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

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

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

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

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

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

Fire in Surrounding Area

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

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

GAS LEAKS OR INTERRUPTION OF SERVICE

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

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

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

ORDER OF PROTECTION

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

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

Fire on School Grounds

CHILD ABUSE/NEGLECT

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

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

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

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

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

District Policies and procedures are included in the attachments.

Flooding
FLOODING

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems,

Procedure

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

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

3. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.

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

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

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

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

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

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

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

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

Motor Vehicle Crash
MOTOR VEHICLE CRASH

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

Action

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

2. Notify the principal of the emergency situation.

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

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

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

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

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

Pandemic

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

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

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

General protocols from both the District and site level include:

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

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

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

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

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

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

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

Psychological Trauma

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

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

Suicide Threat

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

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

Suspected Contamination of Food or Water

WATER LOSS

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

· Call the District Office.

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

Tactical Responses to Criminal Incidents

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call.

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended targets) and regardless of whether the intended target is aware of the threat.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., a person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A transient threat means there is no sustained intent to harm and a substantive threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

The threat assessment team at the site includes, site administration, school psychologist, school counselor, School Resource Officer, and may include other law enforcement partners (KCSO, NASL Security), and District office personnel.

The site utilizes evaluation procedures of Student Threat, Mental Hate Assessment, and Behavior Intervention Plan as developed from the Virginia Student Threat Assessment Guidelines (VSTAG) as an evidenced based program for threat assessments.

STEP 1 - Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

If NO ... Not a threat. Might be an expression of anger that merits attention.

If YES ... proceed to Step 2

STEP 2 - Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

If YES ... Case resolved as transient; add services as needed.

If NO ... proceed to Step 3

STEP 3 - Respond to a substantive threat.

For all substantive threats:
a. Take precautions to protect potential victims.
b. Warn intended victim and parents.
c. Look for ways to resolve conflict.
d. Discipline student, when appropriate.

SERIOUS means a threat to hit, fight, or beat up whereas VERY SERIOUS means a threat to kill, rape, or cause very serious injury with a weapon.

If SERIOUS ... Case resolved as serious substantive threat; add services as needed.

If VERY SERIOUS ... proceed to Step 4

STEP 4 - Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:
e. Screen student for mental health services and counseling; refer as needed.
f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability

STEP 5 - Implement and monitor the safety plan.

Unlawful Demonstration or Walkout
Principal stays on site to supervise students

Actions to be taken by administration/certificated staff
1) Talk to students as they leave campus if this is manageable--do you understand that you will be marked absent?
2) Do your parents know you are leaving campus and will be unsupervised?
3) AP or APs, and campus supervisor(s) depending on the size of the crowd walk with students to protect their safety.

Emergency Evacuation Map

Forms for the Comprehensive School Threat Assessment Guidelines

What is the purpose of these forms?
These forms are used to conduct a threat assessment, as explained in the manual, *Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence*[1], or other training resources.

Do I conduct a threat assessment for all threats?
No. It is not feasible or necessary to conduct a formal assessment for clearly insignificant behavior such as playful bantering or joking. Conduct a threat assessment if there is some reason to be concerned about the behavior. When in doubt about a threat, conduct a threat assessment.

Do I use all of these forms for every threat assessment case?
No. Transient cases are documented with only a few pages (Threat Report, Interview(s), Key Observations, Threat Response), whereas only very serious substantive threats are likely to use all of the forms. In large samples, approximately 75% of cases are transient and fewer than 10% are very serious substantive threats.

Do I complete every section of each form?
No. These forms are intended as guidelines to help you consider the most likely aspects of a case, but you will use your judgment as to what is appropriate for your assessment and intervention.

Who completes the forms?
Threat assessment is a team process and can be documented by any member of the team. A transient threat might be handled by just one team member (preferably in consultation with at least one other team member), whereas a substantive threat will likely engage several team members.

Can I modify these forms?
Yes, within reasonable limits that do not significantly alter the CSTAG process. Be sure that changes are approved by your school system. Some school systems will modify the terminology (e.g., 'safety screening' versus "mental health assessment") or make other adjustments. For example, some schools systems add a place to document who carries out each step of the assessment or add a form to track changes when a student receives ongoing services. Schools can use online versions of these forms, too.

If a threat is resolved, do I change the threat classification to "no threat"?
No. The threat classification reflects your initial assessment and guides your next steps, regardless of how the threat is resolved. Occasionally, the threat classification might change if you find, for example, that a transient case is more serious than you thought and should be changed to a substantive threat. The resolution of a threat should be recorded in the Case Plan section.

Should I document transient threats?

Yes. If a student later carries out a threat that was previously judged to be transient, you will want documentation to show that you made a defensible effort to assess the threat. If a student makes multiple threats, documentation will provide a useful perspective.

Where should I file these forms?
Follow the guidance of your school system to determine where you file records. Some school systems choose to file some or all of the threat assessment forms in the student's educational record and others choose to file some or all of the forms outside of the educational record. Any information placed in the student's educational record is subject to FERPA restrictions.

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[1] The manual is available from School Threat Assessment Consultants LLC at https://www.schoolta.com/manual and from Amazon.com.

THREAT ASSESSMENT AND RESPONSE PROTOCOL©

Comprehensive School Threat Assessment Guidelines

OVERVIEW

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A *transient* threat means there is no sustained intent to harm and a *substantive* threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

School Threat Assessment Decision Tree*

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No → Not a threat. Might be an expression of anger that merits attention.

Yes ↓

Step 2. Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

Yes → Case resolved as transient; add services as needed.

No ↓

Step 3. Respond to a substantive threat.

For all substantive threats:

a. Take precautions to protect potential victims.
b. Warn intended victim and parents.
c. Look for ways to resolve conflict.
d. Discipline student, when appropriate.

Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon.

Serious → Case resolved as serious substantive threat; add services as needed.

Very Serious ↓

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

e. Screen student for mental health services and counseling; refer as needed.
f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.

↓

Step 5. Implement and monitor the safety plan.

Document the plan.
Maintain contact with the student.
Monitor whether plan is working and revise as needed.

*This 5-step decision tree is a reviion of the original 7-step decision tree for the Virginia Student Threat Assessment Guidelines that retains the same information and procedures in a more condensed format.

THREAT REPORT

A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behavior that suggests a threat such as weapon carrying, fighting, or menacing actions should be investigated to determine whether a threat is present.

The process is designed for assessment of threats to harm others and is not intended for individuals who have only threatened to harm themselves. Only a small percentage of cases require both threat assessment and suicide assessment, and in those cases, the team should supplement this form with their choice of a standard suicide assessment protocol.

Name of person reporting threat:	**Date/time threat reported:**
Affiliation of person reporting threat: ❑Student ❑Parent ❑Staff ❑Other:	
Name of person receiving the report:	

INCIDENT or BEHAVIOR OF CONCERN

Name of person making threat:	**Date/time threat made:**
Affiliation of person making threat: ❑Student ❑Parent ❑Staff ❑Other_____	**Status:** ❑Current ❑Former
Identification: ❑Male ❑Female Age: Grade, if student: School program, if student:	
Emergency Contact:	**Relationship:**
Home Address:	**Phone:**
Location threat occurred: ❑ School Building or Grounds ❑School Bus/Other Travel ❑School-Sponsored Activity ❑Digital communication such as text or post ❑Other_____	
Summary of the incident or threat. What was reported? Include who said or did what to whom. Who else was present?	

ASSESSMENT FINDINGS (All sources are not needed in most cases.)

Sources of Information	**Was information reviewed?**	**Relevant Findings** (use additional pages as needed)
Prior threats	❑Reviewed ❑Not applicable ❑ Not available	
Prior discipline incidents	❑Reviewed ❑Not applicable ❑ Not available	
Academic records	❑Reviewed ❑Not applicable ❑ Not available	
Special education records	❑Reviewed ❑Not applicable ❑ Not available	
Other records	❑Reviewed ❑Not applicable ❑ Not available	
Records from other schools	❑Reviewed ❑Not applicable ❑ Not available	
Records from outside agencies (e.g., social services or mental health)	❑Reviewed ❑Not applicable ❑ Not available	
Law enforcement records (criminal history, contacts, firearms purchases, etc.)	❑Reviewed ❑Not applicable ❑ Not available	
Employment records (grievances, disciplinary actions, Title IX, etc.)	❑Reviewed ❑Not applicable ❑ Not available	

INTERVIEWS

When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat, if appropriate to the circumstances. Interview the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the threatening individual's intentions.

Subject: Person who made threat or engaged in threatening behavior

Subject Name		Refer to prior page for additional identifying information.
Person(s) Conducting Interview		**Location, Date of Interview**

Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

2. What exactly did you say? And what exactly did you do?

3. What did you mean when you said or did that?

4. How do you think [person who was threatened] feels about what you said or did? (Probe to see if the subject believes it frightened or intimidated the person.)

5. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.

6. What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)

Target (person who was target of threat) or **Witness** (person with relevant information)

If more than one, complete additional forms. If a group targeted, describe how subject identified the group (e.g., "everyone on this bus") and list all individuals.

Target Name		**ID #**	
Affiliation	❑Administrator ❑Teacher ❑Staff ❑Student ❑Parent/Guardian ❑Other:	**Status**	❑Current ❑Former Grade (if student):
School		**Building/ Program**	
Emergency Contact		**Relation**	
Home Address		**Phone**	
Person(s) Conducting Interview		**Location, Date of Interview**	

Use these questions as a guide to interview the person targeted by the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. If target is a minor, record parent under emergency contact. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

2. What exactly did (subject) say? And what exactly did (subject) do?

3. What did you think he or she meant when he or she said or did that? (Does target believe that subject intends to carry out the threat?)

4. How do you feel about what (subject) said or did?

5. What was the reason (subject) said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

6. What are you going to do now? (Ask questions to determine how target plans to respond to the threat and assist in planning a safe and non-provocative response.) What do you think he/she will do now?

KEY OBSERVATIONS

These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.

Threat is likely to be less serious:		
1. Subjects admits to threat (statement or behavior).	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
2. Subject has explanation for threat as benign (such as joke or figure of speech).	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
3. Subject admits feeling angry toward target at time of threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
4. Subject retracts threat or denies intent to harm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
5. Subject apologetic or willing to make amends for threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
6. Subject willing to resolve threat through conflict resolution or some other means.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
Threat is likely to be more serious:		
7. Subject continues to feel angry toward target.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
8. Subject expressed threat on more than one occasion.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
9. Subject has specific plan for carrying out the threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
10. Subject engaged in preparation for carrying out the threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
11. Subject has prior conflict with target or other motive.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
12. Subject is suicidal. (Supplement with suicide assessment.)	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
13. Threat involved use of a weapon other than a firearm, such as a knife or club.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
14. Threat involves use of a firearm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
15. Subject has possession of, or ready access to, a firearm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
16. Subject has or sought accomplices or audience for carrying out threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
17. Threat involves gang conflict.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
18. Threat involves peers or others who have encouraged subject in making threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
Other relevant observations		

THREAT CLASSIFICATION

Date of initial classification:	**❑Not a threat**	**❑Transient**	**❑Serious Substantive**	**❑Very Serious Substantive**
Date of change in classification, if any:	**❑Not a threat**	**❑Transient**	**❑Serious Substantive**	**❑Very Serious Substantive**
Reason for change:				

OBSERVATIONS SUGGESTING NEED FOR INTERVENTION

This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present.

1. History of physical violence.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
2. History of criminal acts.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
5. History of intense anger or resentment.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
6. Has grievance or feels treated unfairly.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
7. Feels abused, harassed, or bullied.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
8. History of self-injury or suicide ideation or attempts.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
9. Has been seriously depressed.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
10. Experienced serious stressful events or conditions.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
11. Substance abuse history.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
13. Might or does qualify for special education services due to serious emotional/behavioral disturbance.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
14. Prescribed psychotropic medication.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
15. Substantial decline in level of academic or psychosocial adjustment.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
16. Lacks positive relationships with one or more school staff.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
17. Lacks supportive family.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
18. Lacks positive relationships with peers.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
19. Other factors that suggest need for intervention.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	

THREAT RESPONSE

Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).

❑	1. Increased contact/monitoring of subject	
❑	2. Reprimand or warning	
❑	3. Parent conference	
❑	4. Student apology	
❑	5. Contacted target of threat, including parent if target is a minor	
❑	6. Counseling (note number of meetings)	
❑	7. Conflict mediation	
❑	8. Schedule change	
❑	9. Transportation change	
❑	10. Mental health assessment	
❑	11. Mental health services in school	
❑	12. Mental health services outside school	
❑	13. Assess need for special education services	
❑	14. Review of Individualized Education Program (IEP) for students already receiving services	
❑	15. 504 plan or modification of 504 plan.	
❑	16. Behavior Support Plan created or modified	
❑	17. In-school time out or suspension	
❑	18. Out-of-school suspension (number days)	
❑	19. Referral for expulsion	
❑	20. Other disciplinary action	
❑	21. Change in school placement (e.g., transfer, homebound instruction)	
❑	22. Services for other persons affected by threat	
❑	23. Law enforcement consulted	
❑	24. Legal actions (e.g., arrest, detentions, charges)	
❑	25. Other actions	

CASE PLAN

This section can be used to describe the plan for any case and should be completed as Step 5 in cases of a very serious substantive threat.

Case Resolution or Safety Plan	**Date**

Describe how case was resolved, including any plan for further actions. List persons responsible for each component of plan.

Follow-up or Revision of Plan	**Date**

Describe current status of plan and any revisions. List persons responsible for each component of revised plan.

Threat Outcome Summary

This information documents outcomes for case review and evaluation purposes. Complete this form after the threat assessment and update at end of school year.

Demographics of person making threat ❑ Male ❑ Female ❑ Other _____ **Age _____**

Race ❑ American Indian/Alaska Native ❑ Asian ❑ Black/African American ❑ Nat Hawaiian/Pac Islander ❑ White ❑ Other Race

Hispanic or Latinx ❑ Yes ❑ No

If a student: Grade preK K 1 2 3 4 5 6 7 8 9 10 11 12 NA

Individual Educational Program (IEP) at time of threat ❑ Yes ❑ No **Section 504 Plan at time of threat** ❑ Yes ❑ No

Eligible for Free/Reduced Price Meals ❑ Yes ❑ No

Person(s) threatened ❑ one person threatened ❑ more than one person threatened

Who threatened (check all that apply) ❑ student ❑ teacher ❑ school staff member ❑ other

Threat classification ❑ Transient ❑ Serious Substantive ❑ Very Serious Substantive

Threat outcome ❑ Threat not attempted ❑ Threat attempted but averted (no one assaulted) ❑ Threat carried out (someone assaulted)

Most serious injury to person(s) threatened (only answer when threat carried out):

❑ assault with no injury ❑ minor injury (bruise, bloody nose) ❑ serious injury (e.g., broken bone, hospitalization)

Social-Behavioral Outcomes

❑ Student apologized for threat

❑ Student participated in some form of conflict resolution or mediation

❑ Student participated in counseling or mental health services (beyond conflict resolution or mediation)

Consequences for person making threat (partial list; check all that apply)

❑ Referral for counseling, conflict resolution, or mental health services

❑ In-school suspension for ___ days

❑ Out-of-school suspension for ___ days

❑ Transfer to a different school

❑ In-home instruction, including online program

❑ Expulsion

❑ Arrest by law enforcement ❑ Incarceration (e.g., juvenile detention or jail) ❑ Charges in juvenile or adult court

Follow-up (completed at end of school year after the year of the threat assessment)

Have any of the following occurred? Check all that apply:

❑ Student has received counseling or mental health services during this year

❑ Student has received special education services during this year

❑ Student has received educational support services (other than SPED) during this year

❑ Student has some other support services during this year (Describe briefly) _____

❑ Student has received a threat assessment for a new threat or incident this year

End of year behavior status

❑ Student has received a threat assessment for a new threat or incident this year

❑ Student engaged in some kind of violent behavior toward others (e.g., a fight)

❑ assault no injury ❑ minor injury (bruise, bloody nose) ❑ serious injury (e.g., broken bone, hospitalization)

❑ Student has received disciplinary consequences for a new incident/infraction this year

❑ In-school suspension for ___ days

❑ Out-of-school suspension for ___ days

❑ Other removal from school such as transfer to a different school or in-home instruction

❑ Expulsion

❑ Arrest by law enforcement ❑ Incarceration (e.g., juvenile detention or jail)

❑ Charges in juvenile or adult court

End of year academic status

❑ Student graduated

❑ Student completed grade and advanced to next grade

❑ Student moved out of attendance zone and has left this school (Any known reasons) _____

❑ Student dropped out of school

❑ Student failed one or more courses

❑ Student failed one or more state achievement tests

MENTAL HEALTH ASSESSMENT/SAFETY PLANNING INTERVIEW

Comprehensive School Threat Assessment Guidelines©

A mental health assessment is usually conducted in cases involving a very serious substantive threat. The purpose of the mental health assessment is to maintain the safety and well-being of the student and others. Therefore, the assessment has two objectives:

1. *Treatment and referral needs*. Assess the student's present mental state and determine whether there are urgent mental health needs that require attention, such as risk of suicide, psychosis, or rage. Beyond these immediate needs, consider whether there are other treatment, referral, or support needs.
2. *Threat reduction*. Gather information on the student's motives and intentions in making the threat in order to understand why the threat was made and identify relevant strategies or interventions that have the potential to reduce the risk of violence.

Subject Interview (Person who made threat or engaged in threatening behavior)

Subject Name		See records and additional information obtained by threat assessment team to supplement this assessment.
Person(s) Conducting Interview		**Location, Date of Interview**

Usually the interview can begin by asking "Do you know why I want to talk to you?" and after the subject has responded, "Let me explain the purpose of our meeting today." Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

Review of threat

1. What happened that made others worried that you wanted to harm someone? What exactly did you say or do that made them worried? What did you mean by that?

2. I know you must have had reasons to say (or do) that; can you explain what led up to it?

3. How would you do it? (carry out the threat) (Probe for details of any planning or preparation.) Where did the idea come from?

4. What could happen that would make you want to do it? (carry out the threat)

5. What would happen if you did do it? (review both effects on intended victims and consequences for student)

6. What do you think the school should do in a situation in which a person makes a threat like this?

7. What were you feeling then? How do you feel now?

8. How do you think (the person threatened) felt?

Relationship with intended victim(s)

1. How long have you known this person?

2. What has happened in the past between you and this person?

3. What do you think this person deserves?

4. Do you see any way that things could be improved between you and this person?

Family support

1. Whom do you live with? Are there family members you don't live with? Have there been any changes in the past year?

2. Whom in your home are you close to?

3. How well do your parents/guardians know you?

4. Where do you go after school? Where are your parents/guardians at this time? How much do they keep track of where you are or what you are doing?

5. How strict are your parents/guardians? What do they do if you do something they don't want you to do? When was the last time you got in trouble with them? What was the worst time?

6. How will your parents/guardians react (or how did they react) when they found out about this situation?

Stress and trauma

1. What kinds of things have been going on with you lately? What sorts of things have you worried about?

2. How has your school work been going lately? Are there things you have been worried about with your school work? Other things at school?

3. What is the worst thing that has happened to you lately? Have any other bad things happened? Is there something you regret or wish you could change?

4. Have there been any changes in your family? Has anyone been sick, moved away, or had anything bad happen to them?

5. Do you have any family members in jail or prison?

6. Do you take any medication?

7. Have you been involved in any counseling?

Mood

1. What has your mood been like the past few weeks? Have you felt down or depressed at times? How bad has it been? (Be alert for statements of pessimism and hopelessness that might indicate suicide risk. If there are indications of suicidal thoughts or feelings, there should be a more extensive evaluation of suicide risk. If necessary, develop a plan for protecting the student and making appropriate referrals.)

2. Have you felt nervous or anxious? Irritable or short-tempered? How bad has it been?

3. Have you ever felt like life wasn't worth living? Like maybe you would kill yourself?

4. Have you ever done something to hurt yourself on purpose? Ever cut yourself on purpose?

5. Have you had any problems with your sleep? Appetite? Energy level? Concentration?

6. Have you been taking any medication to help with your mood or for any other reason?

Psychotic symptoms

Ask a few probe questions and follow up if there is any indication of delusions or hallucinations. Phrase questions appropriate to student's age and understanding.

1. Have you had any unusual experiences lately, such as hearing things that others cannot hear or seeing things that others cannot see?

2. Have you felt like someone was out to get you or wanted to harm you? Have you had any other fears that seem strange or out of the ordinary?

3. Do you have any abilities or powers that others do not have, such as ESP or reading minds?

4. Have you felt numb or disconnected from the world, or like you were somehow outside your body?

Note and inquire about any other symptoms of mental disorder.

Weapons

Ask about any weapons mentioned in the threat. As an example, these questions concern a threat made to stab someone.

1. You said that you were going to stab (name of victim). What were you going to stab him with?

2. Do you have a knife? What kind of a knife is it? (Or, how would you get a knife?)

3. Have you ever had to use a knife with someone? What happened?

4. What do you think would happen if you did use a knife with (name of victim)?

Access to firearms

Ask about firearms in all cases, even if no firearm was mentioned. If the threat involved a knife, bomb, or other weapon, ask about that weapon, too.

1. Do you have a gun?

2. Are there guns in your home? Have you ever used a gun for hunting or target shooting?

3. If you wanted a gun, how would you get one?

4. What do you think you might do if you had a gun?

5. Have you ever had to use a gun with someone? Have you ever thought about using a gun with someone?

Aggressive behavior

1. Do people treat you fairly? Who has been unfair with you lately? When people treat you unfairly, what do you do about it?

2. When you get angry, what do you do? Has your temper ever gotten you into trouble?

3. Do you get into fights? When was the last time? What happened?

4. Have you ever threatened to harm anyone before?

5. Have you thought about what it would be like to hurt someone really bad? Have you written any stories or made any drawings that are violent?

6. Have you ever set fire to things?

7. Have you damaged your own property or someone else's property?

8. Have you ever intentionally hurt an animal?

School discipline

1. When was the last time you got into trouble in school? What happened?

2. Have you ever been suspended or expelled?

3. Have your parents ever been called to school because of your behavior?

4. Do you ever cut school or certain classes?

5. Do you feel that the rules at this school are fair? What has been unfair?

Delinquent behavior

1. Have you been in trouble with the law or with police before? What happened?

2. Have you ever gone to juvenile court? What was it about?

3. Have you done things that could have gotten you arrested or in trouble with the law? What was the worst thing? What else?

4. Do you drink beer, wine, or other alcohol? Have you ever? How often do you drink? When was the last time? Tell me about it.

5. Do you smoke marijuana? Have you ever? How often? When was the last time?

6. Have you used any other drugs? How often? When was the last time? Tell me about it.

Exposure to violence

1. Do you see or hear of violence in your neighborhood?

2. Do you know anyone who was shot, stabbed, or beat up real bad?

3. Do people argue much at home? Does anyone get physically aggressive?

4. What kind of movies do like? What kind of video games do you enjoy playing? What are your favorite Internet sites?

5. Ask the student about his/her reactions to any recent acts of violence or to any highly publicized school shootings.

Bullying

Bullying is broadly defined and may include teasing, social exclusion, or other forms of humiliation in addition to physical threats of violence. The student may not use the term "bully," and may be reluctant to admit being the victim of bullying behavior, so be prepared to rephrase questions and probe for victim experiences.

1. Is there anyone who has threatened you recently? Is there anyone who makes you feel afraid? (Ask about sexual threats if appropriate to situation.)

2. Is there anyone who has teased you or picked on you recently? Is there anyone who has beat you up or pushed you around? How about at home?

In response to any positive answer, follow up for more information: How often does it happen? What have you tried to do about it? Did you let any adult know about this, and if so, what happened? Be alert to statements indicating that a bullied student feels like there is no solution to the problem or is contemplating revenge.

Peer relations

1. What are your friends like? Have you had any trouble with your friends lately? Who is your best friend?

2. How would your friends describe you?

3. Do you have a boyfriend/girlfriend? (Keep in mind that the student might not be heterosexual, and there may be concerns in this area.) How are things going with him/her? Did you have one before? What happened in that relationship?

4. Do you have friends who get in trouble?

5. Have you ever joined a gang? Been part of a group like a crew, clique, posse, or mob?

6. Do any of your friends know about (refer to threat situation?) What did they say about it? Anyone who feels the same way you do?

Coping

1. How do you like to spend your free time?

2. What kinds of things do you do well?

3. What are your hobbies and interests? What do you enjoy doing?

4. Can you think of a problem you faced in the past that worked out okay? Can you think of a problem that you solved? Can you think of a time when you went to someone about a problem and that person was able to solve it?

5. What are your plans for the future? What would you like to do when you finish school?

6. What could we do that would help with (refer to the problem that led to the threat)?

Parent/Guardian Interview

Parent Name		**Relationship to Student**
Person(s) Conducting Interview		**Location, Date of Interview**

Understandably, parents may feel apprehensive, guilty, or defensive when being interviewed about their child's behavior. It is important that the interviewer find ways to convey respect for the parent, starting from the initial contact and throughout the interview. Also, it should be evident that the interviewer is interested in understanding and helping the parent's child; otherwise, the parent may regard the interview as an investigation designed to uncover evidence of wrongdoing by the student or incompetence by the parent. Overall, the interviewer should make every effort to engage the parent as an ally. Emphasize the common goal of helping their child to be safe and successful in school.

Parent knowledge of the threat

1. What do you (the parent) know about the threat?

2. Have you heard your child (or use child's name) talk about things like this before?

3. Are you familiar with (the intended victim)? (Ask about the child's history with the intended victim—previous relationship and interactions.)

4. (Ask questions to determine if the child has the means to carry out the threat, such as access to firearms.)

5. What are you planning to do about the threat? (Is the parent willing to work with the school to develop a plan to assure the threat will not be carried out and that the student's needs are addressed?)

School adjustment

1. Has your child ever been suspended or expelled from school?

2. Have you ever met with the school (teacher, counselor, principal) about concerns in the past? What happened, what was going on, what was the outcome?

3. Has your child ever needed special help in school? Ever been retained?

4. Has your child ever been tested in school?

5. How does your child like school?

6. How often does your child do homework?

7. What are your child's teachers like?

Family relationships and current stressors

1. Who lives in the home?

2. Are there any important events that have affected your family/child? Ask about any recent or pending changes, such as:

   Move, divorce/separation, losses

   Financial status, employment changes for parents

   Others in home involved with court or the law

3. Who does your child share concerns with? Who is he/she close to?

4. How well does he/she get along with parents? Siblings? Type of conflicts, over what, how resolved?

5. How does your child show anger toward you and other family members?

6. What does your child do after school? Who supervises? What time is your child supposed to be home at night?

7. What responsibilities does your child have at home?

8. Does your child follow rules? What are the consequences for not following the rules?

Peer relations and bullying

1. Has your child reported being teased, intimidated, rejected, or bullied in some other way? (If so, what has the parent done in response?)

2. Who are your child's friends? Are you pleased or displeased with your child's choice of friends?

3. How much is the child influenced by peers? Are there any examples of your child doing something to please peers that got him or her into trouble?

Delinquent behavior

1. Has your child been in trouble with the law or with police before? What happened?

2. Has your child ever gone to juvenile court? What was it about?

3. Has your child done things that could have gotten him or her arrested or in trouble with the law? What was the worst thing? What else?

4. Does your child drink beer, wine, or other alcohol?

5. Does your child smoke marijuana?

6. Has your child used any other drugs?

History of aggression

1. How does your child handle frustration?

2. When your child gets angry, what does he/she do?

3. Has your child gotten into fights in the past? When, where, with whom?

4. Has your child's temper ever gotten him/her into trouble?

5. Has your child ever hit you or other family members?

6. Has your child destroyed his or her own things, or someone else's property?

7. Does your child have any pets? Has he/she ever intentionally hurt the pet or some other animal?

Access to weapons

1. Do you have a gun in your home? Does your child have access to firearms through friends, relatives, or some other source?

2. Does your child have access to weapons other than firearms, such as military knives, martial arts weapons or some other kind of weapon?

3. Has your child ever talked about using a weapon to hurt someone? Ever gotten into trouble for using a weapon, carrying a weapon, or threatening someone with a weapon?

4. What can you do to restrict your child's access to weapons?

Exposure to violence

1. Has your child ever been a victim of abuse?

2. Is your child exposed to violence in the neighborhood?

3. Do people argue much at home? Has there been any physical aggression at home?

4. What kinds of movies, video games, internet sites does your child like? Any parent restrictions? Level of supervision? Child's response?

History

1. Ask about any delays in cognitive, motor, language development. How old was your child when he/she started to walk, talk?

2. Has your child ever had a problem with bedwetting? When, how long? Was anything done for this?

3. Has your child ever been hospitalized? Had any serious illnesses?

4. Has your child had any recent medical treatment? Taking any medications? Obtain diagnoses and medications. Ask for a release.

Mental health

1. Does your child have problems paying attention? Does your child follow directions without repetition and reminders? Does your child complete activities on his/her own? Does your child say things without thinking? Surprised by the consequences of his/her actions?

2. What has your child's mood been like the past few weeks?

3. Has your child been unusually nervous or anxious? Irritable or short-tempered? How bad has it been?

4. Has your child had problems with sleep? Appetite? Energy level? Concentration?

5. Has your child ever talked about hurting himself or herself? Have you ever been concerned that he/she might be suicidal?

6. Have there been any times when your child seemed to be hearing things that weren't there? Has he/she said things that didn't make sense or seemed to believe in things that weren't real?

7. Has your child ever seen a counselor or therapist? Ever taken medication for his/her behavior or mood?

8. Has your child had any involvement with other agencies/programs in the community?

Teacher/Staff Interview

Name of Person Interviewed		**Relationship to Student**
Person(s) Conducting Interview		**Location, Date of Interview**

Academics

1. How is this student doing academically? Has there been any change in recent weeks?

2. What are this student's verbal skills? How well can he or she express himself/herself in words?

3. Has this student been considered for special education or placed in special education? What kinds of difficulties does the student have? If a student is receiving special education services, ask about the problem behaviors that are regarded as part of his or her disability.

Teacher knowledge of the threat

1. What do you know about the threat?

2. Have you heard this student talk about things like this before?

3. What have other students told you about this incident?

4. Is there another teacher or staff member who might know something about this?

Student's peer relations

1. How well does this student get along with other students?

2. Who are the student's friends?

3. Are there students who do not get along with this student?

4. Have there been other conflicts or difficulties with peers?

5. Has this student ever complained of being bullied, teased, or treated unfairly by others?

Depression

1. Have there been any apparent changes in the student's mood, demeanor, or activity level? Seemed withdrawn or apathetic?

2. Has the student expressed any attitudes that could imply depression, such as expressions of hopelessness or futility, inadequacy or shame, self-criticism or worthlessness?

3. Has this student shown an increase in irritability or seemed short-tempered?

Discipline

1. What kinds of discipline problems have you experienced with this student?

2. How does this student respond to being corrected by an adult?

3. What are the student's emotional responses to being disciplined?

Aggression

1. How does this student express anger?

2. Does this student seem to hold a grudge? Seem resentful?

3. Has this student done anything that expresses anger or aggression, or has an aggressive theme in written assignments, drawings, class projects, etc.?

Parents

1. Have you had any contact with this student's parents? What happened?

Mental Health Assessment Report Template

Identifying Information

Give the student's name, gender, age, grade, school, and other relevant identifying information.

Reason for Referral

State that this evaluation was requested by the school principal because the student made a threat of violence that was judged to be a very serious, substantive threat. Describe the threat, including the exact statement or threatening behavior, and where and when it took place.

Sources of Information

Describe or list the sources of information used in this report, including information from team interviews with the student, witnesses, and parents, as well as any relevant records or psychological tests.

Major Findings

Describe how the child presented and any important aspects of his or her mental state, including any indications or markers of mental disorder requiring further evaluation or referral. Identify any stresses, conflicts, or unmet needs that affect the child's functioning or bear on the threat incident.

Review the child's understanding of the threat and its meaning from his or her perspective. Note whether the child has a history of violent or aggressive behavior, and any findings from the assessment that raise concerns about the child's potential for violence, such as access to firearms, peer encouragement to fight, drug use, or inadequate home supervision.

Conclusions

In general, the mental health professional should not be expected to make a definitive statement that a child is or is not dangerous; such statements go beyond current knowledge in the field of risk assessment. The report may identify risk factors and protective factors, and express concerns where there appear to be compelling risk factors.

The report should present recommendations aimed at reducing the risk of violence, and they might convey the degree of concern about the potential for violence in general terms, recognizing that a precise measure of risk is not feasible. In all cases, the goal is to reduce the risk of violence rather than to predict violence.

Recommendations may include a wide range of strategies, but should address both any immediate safety needs to protect potential victims and broader efforts to resolve conflicts or problems that precipitated the threat.

There are two basic types of recommendations. First are recommendations for school behavior support, which are actions to be taken at school. The report should identify any signs of disability that would indicate the need for further assessment, child study, or special education evaluation. Second, if appropriate, the report may propose other recommendations for the parents to consider implementing outside of school, such as seeking community-based services for their child.

BEHAVIOR INTERVENTION PLAN

For behavior interfering with the student's learning or the learning of others
Confidential - For Teacher/Staff Use Only
See: www.pent.ca.gov for downloadable forms

This BIP attaches to: ☐ *IEP date:* _____ ☐ *504 plan date:* _____ *Team meeting date:*

☐*School Safety plan/Threat Assessment form: date:*_____

Student Name _____ **Today's Date** _____ **Next Review Date** _____

1. The behavior impeding learning is (*describe what it looks like*)_

2. It impedes learning of self or others because

3. The need for a Behavior Intervention Plan ☐ early stage intervention ☐ moderate ☐ serious ☐ extreme

4. Frequency or intensity or duration of behavior

☐ reported by and/or ☐ observed by

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NEEDED CHANGES

5. What are the predictors for the behavior? (S*ituations in which the behavior is likely to occur: people, time, place, subject, etc.)*

6. What supports the student using the problem behavior? (*What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?*)

Remove student's need to use the problem behavior

7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior?

Who will establish? Who will monitor?

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO SUPPORT

8. Team believes the behavior occurs because: (*Function of behavior in terms of obtaining, protesting, or avoiding something*)

Support an alternative behavior that meets same need

9. What team believes the student should do instead of the problem behavior? (*How should the student escape/protest/avoid or get his/her need met in an acceptable way?*)

10. What teaching strategies/curriculum/materials are needed to teach the alternative behavior?

By whom? How frequent?

11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

Selection of reinforcer based on:

☐ reinforcer for using replacement behavior ☐ reinforcer for general increase in positive behaviors

By whom? Frequency?

REACTIONS PART III: STRATEGIES FOR RESPONDING TO PROBLEM RECURRENCE

12. What strategies will be employed if the problem behavior occurs again? (Prompt student to switch to the replacement behavior, review negative consequences of undesirable behavior)

Personnel?

OUTCOME PART IV: BEHAVIORAL GOALS

13. Behavioral Goal(s)

The above behavioral goal(s) are to: ☐ Reduce frequency of problem behavior ☐ Increase use of replacement behavior

☐ Develop new general skills that remove student's need to use the problem behavior

Conclusions

Are curriculum accommodations or modifications also necessary? Where described:	☐ **Yes**	☐ **No**
Are environmental supports/changes necessary?	☐ **Yes**	☐ **No**
Is reinforcement of alternative behavior alone enough (no new teaching is necessary)?	☐ **Yes**	☐ **No**
Are both teaching of new alternative behavior AND reinforcement needed?	☐ **Yes**	☐ **No**
This BSP to be coordinated with other agency's service plans?	☐ **Yes**	☐ **No**
Person responsible for contact between agencies		

COMMUNICATION PART V: COMMUNICATION PROVISIONS

14. Manner and frequency of communication, all participants:

Between? Frequency?

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

☐ Student:

☐ Parent/Guardian:

☐ Educator and Title:

☐ Educator and Title:

☐ Educator and Title:

☐ Administrator:

☐ Administrator:

☐ Other:

☐ Other:

Comprehensive School Safety Plan

2022-2023
School Year

School: R. J. Neutra Elementary School

CDS Code: 16-63883-6010318

District: Central Union Elementary School District

Address: Community Center Drive, Bldg. #967
NAS Lemoore, CA 93245

Date of Adoption: December 1, 2022

Date of Update: October 6, 2022

Date of Review:

- with Staff December 8, 2022

- with Law Enforcement November 30, 2022

- with Fire Authority

Approved and/or Reviewed by:

Name	Title	Signature	Date
Michelle King	Neutra Principal		
Natacha Firman	School Site Council Chairperson		
Toby Arnold	Neutra Head Custodian		
Deputy Lee Wisecarver	School Resource Officer		

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at R.J. Neutra School.

Safety Plan Vision

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

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

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

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

Components of the Comprehensive School Safety Plan (EC 32281)

R. J. Neutra Elementary School Safety Committee
Principal, Assistant Principal, Head Custodian, Head Cook, School Secretary, General Education Teacher, Special Education Teacher, Members of the School Site Council (including five parents), School Resource Officer.

Assessment of School Safety

- Daily inspection of campus grounds by head custodian and administration.
- Regular reviews as preventative measures made by school resource officer with members of the safety team.
- Daily communication and feedback of playground equipment and grounds provided to site administration by support staff and yard supervisors.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
In accordance with Education Code, Neutra School developed the comprehension school plan using the input of committee members to address various components of safety.

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

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

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

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

Disaster Plan (See Appendix C-F)

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

Cafeteria Capacities:
Akers 480
Central 287
Neutra 450
Stratford 656

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

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

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

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

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

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

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

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

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
* Articles of clothing, which display gang symbols or affiliation, profanity, or products, or slogans, which promote tobacco, alcohol, drugs, or violence, are not allowed.
* Tank tops, spaghetti strap tops, halter-tops, bare midriffs or chests, see-through outfits, tube tops, or off-The- shoulder blouses are not allowed. All tops must fit properly, shall not be oversized, and cannot extend beyond the fingertips. All shirts with straps must measure at least 2 inches in width.
* Overalls must be worn with a shirt and must be fitted at the waist. Both straps of the overalls must be fastened and worn over the shoulders at all times.
* Dresses, jumpers, skirts, skorts, and shorts must be a length that is not disruptive to the educational process. That length is determined to be mid-thigh or longer, regardless of any other garment that might be worn beneath the shorts etc. Shorter clothing is not acceptable, including short-shorts. Spandex and bicycling shorts are not allowed.
* Shoes must be worn by all students. All shoes must have a strap across the toes and around the back of the heel. No steel-toed shoes are allowed. Straps must be worn at all times. No flip flops.
* No “House shoes”, or “slippers” are to be worn.
* All pants must be worn with the top around the wearer's waist and must be covering undergarments. The waist size of pants must be appropriate for the size of the wearer. No oversized or baggy clothing is allowed. (with student in a standing position; when material is pulled away from the knee area and measures more than 4 ½ inches, then the pants will be deemed too baggy) Clothing is to be worn as designed and as traditionally intended. All pants must have a finished hem and not touch the ground. No pajama pants.
* Belts may not hang down. Belts must be worn through the loops. Buckles may not be oversized or have initials on them.
* Hoop shaped earrings cannot exceed a diameter of 1½ inches to prevent injuries. Dangling earrings may not exceed 1 inch in length when measured from the bottom of the earlobe.
* Body piercing shall be limited to the ears. All other piercing shall be covered to prevent injuries.
* All body art shall be covered.
* Hats may be worn in inclement weather and for protection against the sun. Hats must be worn as they were intended to be worn. (Bill facing forward) Hats or hoods may not be worn inside.
* Sunglasses may be worn only during outdoor activities.
* No chained wallets allowed.

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

For safety purposes, students should not arrive at school prior to 7:40AM unless they are eating breakfast. Breakfast service opens at 7:30AM. Students walking to school or for those being transported privately, parents/guardians are advised to not drop their student off before 7:30am unless they are eating breakfast. Parents/guardians are advised to drop off their student in the parent drop-off and pick-up parking lot as it is a designated safe zone. Additionally, parent/guardians are to come to the school office and check out the student should they need to take the student during the school day.

For situations outside of the regular school schedule, please see the office for up do date information regarding school arrival times and ingress/egress for students.

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

Component:

A School Emergency Kit will be available in each school building, two Emergency Evacuation First Aid Kit's (one stays in the Health Office and the other is in room 25) and an Emergency Bag or Box, and will be created for each classroom as follows:

The Command Post Emergency Kit includes:

- A map of the school including evacuation routes, location of fire extinguisher and location of utilities shut off valves
- Video which shows outside and inside of each school building (tour of school)
- Emergency Files
- A current list of enrolled students
- Student class schedules and class lists
- Daily absence report
- Sufficient copies of student release form for each student (Form # 2)
- Deluxe emergency kit for 20 for 72 hours and Emergency Medical Forms
- Current and complete phone list for school staff (office, cell, home)
- Bullhorns (2)
- Basic office supplies.

Stocking Classrooms for an Emergency Response

The classroom Emergency Bag or Box includes: materials to monitor the whereabouts of all students at all times:

- three signs (12'X 12") needed to help account for students at evacuation site:
- a green "all students present" sign,
- a red "missing student(s)" sign, and
- a yellow "additional student(s)" sign
- three student attendance sheets
- basic first aid supplies
- flashlight
- basic office supplies
- map of evacuation routes
- log book, and
- a list of students medical needs.

Two Emergency Evacuation First Aid Backpack (One in the Health Office and one in room 25).

Element:

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

- Neutra School School-Wide Behavior Expectations SOAR banners are posted around campus and in every classroom. (Self-Control, On-task, Achievement, Respect)

- Random Acts of Kindness SEL lessons within classroom setting and Random Act of Kindness Day - designed appropriate lessons.
- Anonymous bullying report - STOPit
- SOAR Academy during recess periods for behavior infractions and restorative justice (reflective think-sheet completed during this time with focus on SOAR expectations).
- Playground Training is offered over a period of 5 days for Tk-5th grade students at the beginning of the school year and when school resumes after winter break. Instructional aides review rules, use of equipment, model acceptable behavior and discuss consequences. Zones for areas of play and the category of play are also reviewed for student understanding.
- The first week of school and the week school resumes from winter break all School-Wide Behavior Expectations are introduced and reviewed.
- National Anti-Bullying Awareness Campaign – Designed appropriate lessons which afford modeling and role playing to all students in grades Kinder-5th is focused on throughout the month of October.
- Instructional Aide Training – Supervision Handbook. A review and training of student behaviors and expectations for various settings.

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

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:
Attendance

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

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

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:
Student Behavior - Code of Conduct

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

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

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

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

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

Conduct Code Procedures
Close cooperation between the home and the school is vital in the development of appropriate behavior patterns. Thus, it is important that all concerned parties are aware of what the rules are and why they exist. With this in mind, the following is provided for your guidance and information.

The rules governing the behavior of students and the operation of the school reflect three guiding principles: (1) the school exists as a place to learn; (2) teachers have a right to teach and all students have a right to learn; and (3) self-discipline is the key to school

Neutra's expectations for student conduct can be summarized to common sense, good manners, and respect for one another. The following are the specific rules governing the operation of the schools. Each of these is intended to ensure the safety of the students and to promote an orderly, pleasant and effective school environment.
* Students will be on time and prepared to learn.
* Play stops immediately when the first bell rings (or whistle is sounded). Students freeze and await the whistle signal from the yard supervisor. When the next whistle sounds, students proceed to their next assigned area.
* All students must check through the office if tardy to school or if leaving during the school day.
* Students will be courteous, respectful, and cooperative.
* Personal items, such as toys, skateboards, CD players, iPods and other electronic devices etc., are not to be brought to school unless so directed or authorized by a teacher.
* Students are not to enter another student's desk, book bag, locker, etc.
* Students should not have valuables or money anywhere but on their person.
* Students should return all lost and found articles to the office or to the Lost and Found Box.
* Students will conduct themselves in a way that will not disrupt the learning environment.
* Such things as gum and seeds are not allowed at school.
* Students are not to eat in classrooms or on the playground except during a planned activity under the direct supervision of a teacher.
* Students may use the office phones only with specific permission from their teachers or from office personnel.
* Students will play at recess in the designated play areas only. Other areas, building and corridors are OFF LIMITS during recess.
* On rainy or wet days, students should stay on concrete and asphalt areas.
* Students are not to run in corridors, on the sidewalks, or in the rooms.
* Students should not bounce balls in corridors or on walls of any building.

* Students are to use drinking fountains and restrooms only for the purposes for which they were designed. There should be no yelling, horsing around, or congregating.

(K) Hate Crime Reporting Procedures and Policies

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

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

(J) Procedures to Prepare for Active Shooters

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

Procedures for Preventing Acts of Bullying and Cyber-bullying

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

Safety Plan Review, Evaluation and Amendment Procedures

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

Safety Plan Appendices

Emergency Contact Numbers

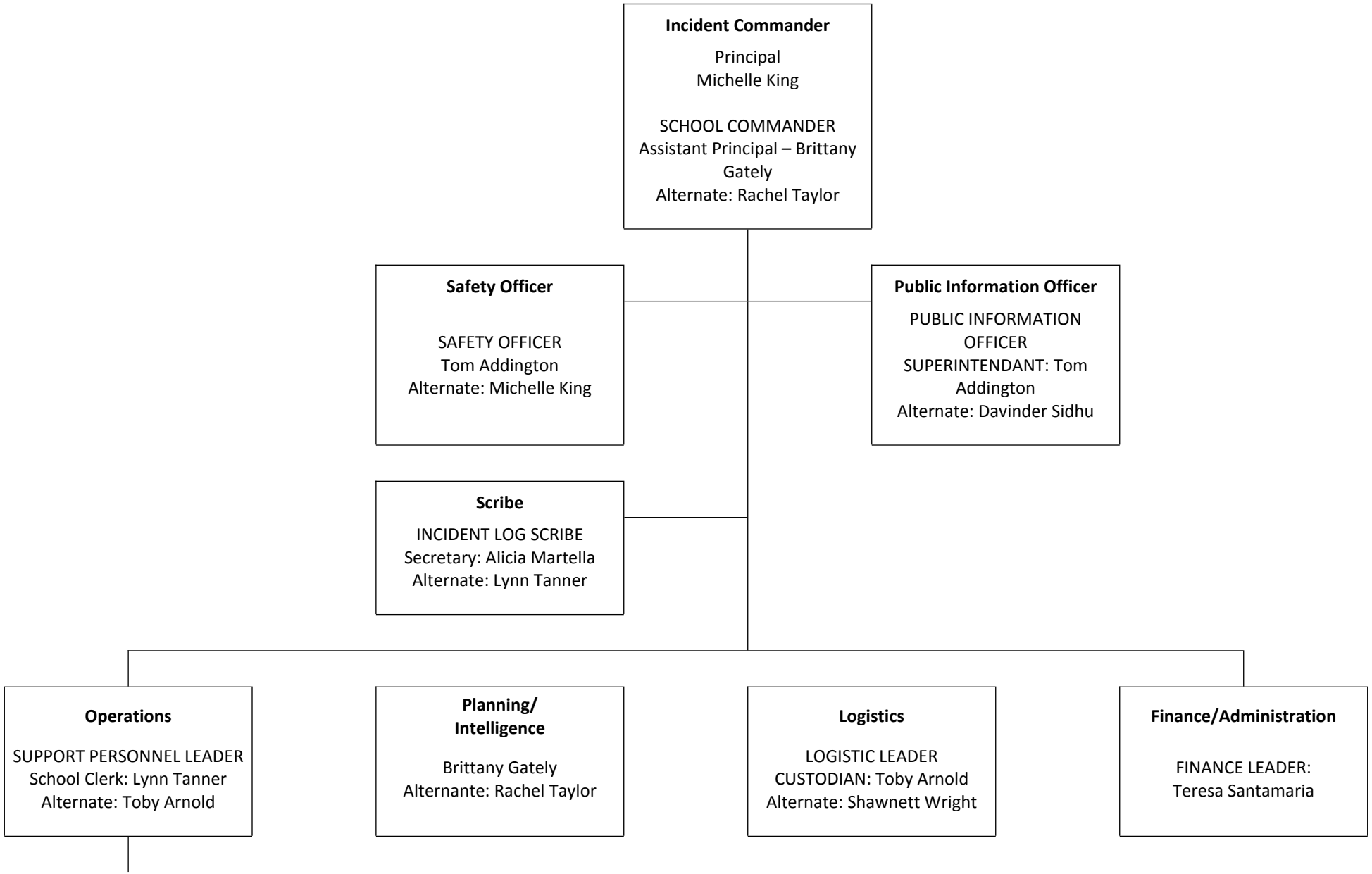
Utilities, Responders and Communication Resources

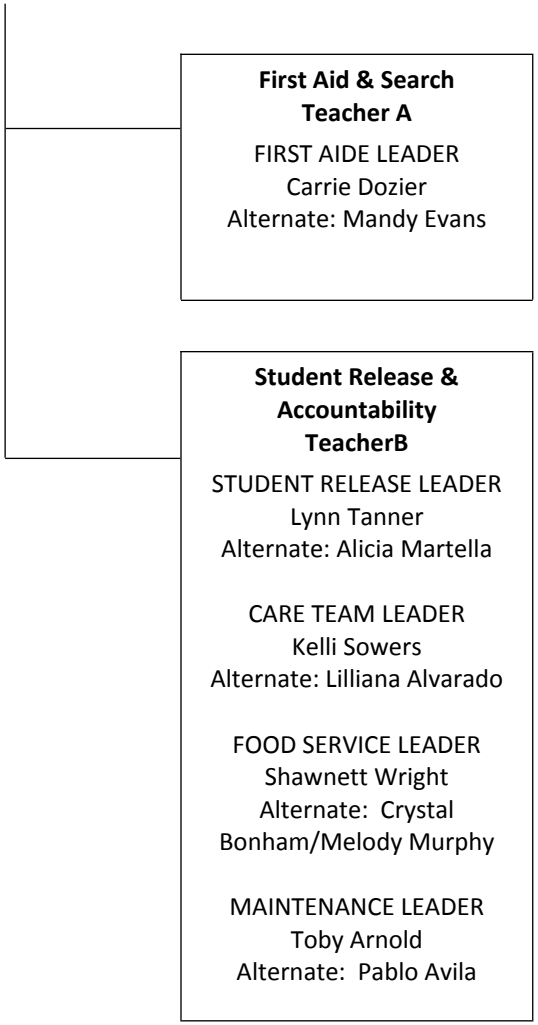
Type	Vendor	Number	Comments
School District	Central Union School District	559-924-3405	Superintendent, Tom Addington
School District	Central Union School District	559-924-3405	Assistant Superintendent, Davinder Sidhu
School District	Neutra School	559-998-6823	Principal, Michelle King
School District	Neutra School	559-998-6823	Assistant Principal, Brittany Gately
Law Enforcement/Fire/Paramedic	NAS Watch Command	559-707-2363	559-998-4776
Law Enforcement/Fire/Paramedic	NAS Fire Department	559-998-4749	
Law Enforcement/Fire/Paramedic	NAS Security	559-998-4749	
Other	Sheriff's Dispatch	559-584-9276	Sheriffs Dispatch

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Welcome Back Teacher Meeting	8/09/22, 1:00PM	Neutra School, NAS Lemoore
First Instructional Aide Meeting of the Year	8/08/22, 8:30AM	Neutra School, NAS Lemoore
Staff Meeting	8-11--22, 3:00PM	Neutra School, NAS Lemoore
First Instructional Aide Meeting	8-15-22, 10:15AM	Neutra School, NAS Lemoore
Neutra Safety Plan Reviewed and Approved by SSC	12-1-22, 3:00PM	Neutra School, NAS Lemoore

R. J. Neutra Elementary School Incident Command System




First Aid & Search
Teacher A
FIRST AIDE LEADER
Carrie Dozier
Alternate: Mandy Evans
Student Release &
Accountability
TeacherB
STUDENT RELEASE LEADER
Lynn Tanner
Alternate: Alicia Martella
CARE TEAM LEADER
Kelli Sowers
Alternate: Lilliana Alvarado
FOOD SERVICE LEADER
Shawnett Wright
Alternate: Crystal
Bonham/Melody Murphy
MAINTENANCE LEADER
Toby Arnold
Alternate: Pablo Avila

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

LEVEL I – OVERSIGHT

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

The Principal – Michelle King

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

LEVEL II – EMERGENCY OPERATIONS TEAM (EOT)

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

SCHOOL COMMANDER
The Assistant Principal – Brittany Gately
Alternate: Rachel Taylor

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

LOGISTIC LEADER
CUSTODIAN: Toby Arnold
Alternate: Shawnett Wright

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

PUBLIC INFORMATION OFFICER
SUPERINTENDANT: Tom Addington
Alternate: Davinder Sidhu

- Releases all information
- Completes Form #10

SAFETY OFFICER
Tom Addington
Alternate: Michelle King

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

INCIDENT	LOG	SCRIBE
Secretary:	Alicia	Martella
Alternate:	Lynn	Tanner

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

SUPPORT	PERSONNEL	LEADER
School Clerk:	Lynn	Tanner
Alternate:	Toby	Arnold

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

LEVEL III – EMERGENCY OPERATIONS TEAM (EOST)

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

STUDENT	RELEASE	LEADER
Lynn		Tanner
Alternate:	Alicia	Martella

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

CARE	TEAM	LEADER
Kelli		Sowers
Alternate:	Lilliana	Alvarado

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

FIRST	AIDE	LEADER
Carrie		Dozier
Alternate:	Mandy	Evans

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

FOOD SERVICE LEADER
Shawnett Wright
Alternate: Crystal Bonham/Melody Murphy

- Oversees dispensation of food and water.

MAINTENANCE LEADER
Toby Arnold
Alternate: Pablo Avila

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

Management Level I: Oversight

The Principal:
Michelle King

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

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

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

School Commander:
Brittany Gately

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

Logistics Leader:
Toby Arnold

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

Public Information Officer:
Tom Addington

Alternate: Davinder Sidhu
Releases information to parents, community members, and the media during the crisis; documents all contacts and announcements

using Form # 10.

Safety Officer:
Tom Addington

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

Incident Log Scribe:
Alicia Martella

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

Support Personnel Leader:
Lynn Tanner

Alternate: Toby Arnold
Serves as liaison between Emergency Operations Team and the Emergency Operations Support Team.

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

Student Release Leader:
Lynn Tanner

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

Care Team Leader:
Kelli Sowers

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

First Aid Leader:
Carrie Dozier

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

Food Service Leader:
Shawnett Wright

Alternate: Crystal Bonham
Oversees dispensation of food, water.

Maintenance Leader: Toby Arnold

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

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

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

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

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

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

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

Emergency Response Guidelines

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

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

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

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

Emergency Contact Numbers.
1. Emergency Dispatch 911
2. Security (NAS Lemoore) 559-998-4749
3. Kings County Sheriff's Office 559-584-9276
4. District Office 559-924-3405

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

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

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

Custodians and Principal/AP/Teachers drive around the community. All available personnel continue to search the community on foot until child is located. All information is to be reported to the Main Office and relayed to the Principal. Clerk will be the point of communication and will relay information to the Principal/AP if the Principal/AP is not in the office.

When the child is physically located intercom message will state, "Attention all faculty all clear, all clear." Secretary notifies Security and Superintendent's Office.

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EVACUATION

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

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

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

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

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LOCKDOWN

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

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

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DROP AND COVER

Types of Crisis: Earthquake: Explosion

If inside building

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

If outside building

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

Types of Emergencies & Specific Procedures

Aircraft Crash

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

Action

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

Responsibility

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

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

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

Teachers should take roll using their Class Emergency Lists.

Animal Disturbance

In cases of animal disturbances, school administration contacts base security at 998-4743.

Armed Assault on Campus

ARREST OF STUDENTS

The Board has authorized site administrators to release minor students into the custody of a law enforcement officer for the student's arrest or to have a CPS (Child Protective Services) worker talk with the child at the school site. Law enforcement and probation officers have the right to enter a school site to affect a lawful arrest. School staff has no authority over law enforcement personnel in this situation.

Questioning Students

Law enforcement officials have the right to interview students on school premises when the students are suspected of having committed a crime. When such an interview is requested, the site administrator or designee shall ascertain the officer's identity, official capacity, and the authority under which he/she acts. School personnel shall serve in a guardian role for the student though law enforcement personnel retain ultimate authority. If an officer requests to interview a student, the site administrator or designee shall:

1. Seek to accommodate the request in a way that will minimize disruption of the school process and maximize campus safety. The student's best interest should also be kept in mind.
2. Notify the superintendent immediately for guidance or concerns.

3. Request to be present during questioning if the student is at least twelve years old, with approval of the student. (Final discretion is that of the officer.)
4. Be present during questioning if the student is less than twelve years old.

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

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

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

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

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

Biological or Chemical Release

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

Action

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

Responsibility

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

Bomb Threat/ Threat Of violence

BOMB THREAT

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

Person Receiving the Call

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

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

Office Staff

1. Call 911.
2. Call the District Office at 559-924-3405.

Bomb Threat Call Reporting Form

Ask questions. Exact wording of the bomb threat.

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

Caller's voice:

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

Background sounds:

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

Familiar voices:

It sounds like: _____
_____
_____
_____

Other information:

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

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

Place a copy of this form under the telephone.

CAMPUS SWEEP AND RESCUE TEAM

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

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

Bus Disaster

FIELD TRIPS

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

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

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

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

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

Responsibilities of the Driver and Teachers

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

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

Responsibilities of the School of Attendance

1. Notify the District Office (559-924-3405)
2. Dispatch staff to attending hospital
3. Notify parents/guardians of the incident
4. Release students to parents/guardians
5. Complete an accident report for all students and staff members who have complaints of injury
6. Coordinate the completion of insurance forms

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

Procedure
1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION
4. The School Administrator will call emergency services (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the District Superintendent of the situation.

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

Inside a Building
1. Duck under furniture, clasp your hands around your neck, cover your ears with your forearms, close your eyes, and face away from glass.
2. Students are to remain in this position until it is determined that it is safe to move.
3. If the classroom or building has sustained structural damage, the teacher is to have the students follow normal fire drill procedures (without an alarm sounding) following termination of the quake.
4. Teachers should take roll (Class Emergency List).
5. Assessment of injuries should be made as quickly as possible.
6. Render first aid as needed.
7. Be prepared for strong aftershocks.
8. The office staff will call 911 or other emergency help as needed. Keep phone lines free for emergency use.
9. The principal and maintenance staff will determine the extent of damage and will give clearance when students are able to return to the classroom.
10. If there is significant damage, the superintendent and principal will make a decision about dismissing students from school for the day.

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

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

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

EMERGENCY KIT
1. Flashlight with batteries stored outside
2. First aid kit
3. Latex gloves
4. Whistle
5. Emergency phone numbers, names of staff and students, phone numbers of parents and guardians, list of students with health problems (Class and Staff Emergency Lists and Emergency Kits)
6. Sufficient name tags for the entire school
7. Notebook and two pens
8. Utility shutoff tools
9. Map of school
10. Meals Ready to Eat (MREs) for diabetic students or faculty. Contact NAS Galley (559-998-4809) and/or Red Cross (559-732-6436)

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

Responsibility
1. Staff
2. Principal, staff
3. Staff
4. Nurse, staff
5. Principal, clerical
6. Principal, clerical
7. Custodians, staff
8. Teachers
9. Principal
10. Principal
11. Principal, emergency personnel

Fire in Surrounding Area
GAS LEAKS OR INTERRUPTION OF SERVICE

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

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

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

ORDER OF PROTECTION

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

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

Fire on School Grounds

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

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

Flooding

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems,

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFFSITE EVACUATION.
2. The School Administrator will notify "911" and will describe the nature and extent of the flooding.
3. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The School Administrator will notify the Local District Superintendent of the emergency situation.

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

Loss or Failure Of Utilities

ELECTRICAL FAILURE
1. The principal of designee will call PG&E (911 or 1-800-743-5000) or the Lemoore Naval Air Station Public Works Trouble Desk (559-998-4123).
2. The principal will notify the District Superintendent's Office. (559-925-2619).
3. If the school can call out but cannot receive calls, the principal is to make a status report to the District Office every 30 minutes.
4. All surge protectors should be turned off. They should not be turned back on without instructions from the principal.
5. Depending upon the cause of the power-outage, the custodian may need to shut off all electrical switches.
6. When electricity is restored, check the effect of the power-outage (refrigerated food, clocks, bell system, etc.).
7. Students are never to be dismissed from school due to a power-outage without permission from the superintendent or on direct orders from military personnel.

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

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

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

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

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

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

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

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

Pandemic

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

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

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

General protocols from both the District and site level include:

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

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

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

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

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

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

Psychological Trauma

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

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

Suicide Threat

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

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

Suspected Contamination of Food or Water

WATER LOSS

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

· Call the District Office.
· Akers and Neutra should also call Public Works at Lemoore Naval Air Station.
· Any decision to dismiss students shall come from the Superintendent.

Tactical Responses to Criminal Incidents

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call.

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended targets) and regardless of whether the intended target is aware of the threat.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., a person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A transient threat means there is no sustained intent to harm and a substantive threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

The threat assessment team at the site includes, site administration, school psychologist, school counselor, School Resource Officer, and may include other law enforcement partners (KCSO, NASL Security), and District office personnel.

The site utilizes evaluation procedures of Student Threat, Mental Hate Assessment, and Behavior Intervention Plan as developed from the Virginia Student Threat Assessment Guidelines (VSTAG) as an evidenced based program for threat assessments.

STEP 1 - Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

If NO ... Not a threat. Might be an expression of anger that merits attention.

If YES ... proceed to Step 2

STEP 2 - Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

If YES ... Case resolved as transient; add services as needed.

If NO ... proceed to Step 3

STEP 3 - Respond to a substantive threat.

For all substantive threats:
a. Take precautions to protect potential victims.
b. Warn intended victim and parents.
c. Look for ways to resolve conflict.
d. Discipline student, when appropriate.

SERIOUS means a threat to hit, fight, or beat up whereas VERY SERIOUS means a threat to kill, rape, or cause very serious injury with a weapon.

If SERIOUS ... Case resolved as serious substantive threat; add services as needed.

If VERY SERIOUS ... proceed to Step 4

STEP 4 - Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:
e. Screen student for mental health services and counseling; refer as needed.
f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability

STEP 5 - Implement and monitor the safety plan.
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Unlawful Demonstration or Walkout

WAR/ATTACK
Notification that enemy-initiated hostilities may be imminent is disseminated by the news media. It is more likely that an attack will occur without warning. If this occurs, the principal should do three things.
11. Under the direction of the superintendent or a military officer, dismiss students to go home.
12. Take the necessary steps to close the school.
13. Notify the appropriate officials.

If a school does receive warning of an imminent attack and there is no time to dismiss the students to go home, go to Code Yellow.
1. Take roll.
2. Notify the District Office.
3. Remain in a sheltered area until other action is advised or directed by a competent authority.

Emergency Evacuation Map

Forms for the Comprehensive School Threat Assessment Guidelines

What is the purpose of these forms?
These forms are used to conduct a threat assessment, as explained in the manual, *Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence*[1], or other training resources.

Do I conduct a threat assessment for all threats?
No. It is not feasible or necessary to conduct a formal assessment for clearly insignificant behavior such as playful bantering or joking. Conduct a threat assessment if there is some reason to be concerned about the behavior. When in doubt about a threat, conduct a threat assessment.

Do I use all of these forms for every threat assessment case?
No. Transient cases are documented with only a few pages (Threat Report, Interview(s), Key Observations, Threat Response), whereas only very serious substantive threats are likely to use all of the forms. In large samples, approximately 75% of cases are transient and fewer than 10% are very serious substantive threats.

Do I complete every section of each form?
No. These forms are intended as guidelines to help you consider the most likely aspects of a case, but you will use your judgment as to what is appropriate for your assessment and intervention.

Who completes the forms?
Threat assessment is a team process and can be documented by any member of the team. A transient threat might be handled by just one team member (preferably in consultation with at least one other team member), whereas a substantive threat will likely engage several team members.

Can I modify these forms?
Yes, within reasonable limits that do not significantly alter the CSTAG process. Be sure that changes are approved by your school system. Some school systems will modify the terminology (e.g., 'safety screening' versus "mental health assessment") or make other adjustments. For example, some schools systems add a place to document who carries out each step of the assessment or add a form to track changes when a student receives ongoing services. Schools can use online versions of these forms, too.

If a threat is resolved, do I change the threat classification to "no threat"?
No. The threat classification reflects your initial assessment and guides your next steps, regardless of how the threat is resolved. Occasionally, the threat classification might change if you find, for example, that a transient case is more serious than you thought and should be changed to a substantive threat. The resolution of a threat should be recorded in the Case Plan section.

Should I document transient threats?

Yes. If a student later carries out a threat that was previously judged to be transient, you will want documentation to show that you made a defensible effort to assess the threat. If a student makes multiple threats, documentation will provide a useful perspective.

Where should I file these forms?
Follow the guidance of your school system to determine where you file records. Some school systems choose to file some or all of the threat assessment forms in the student's educational record and others choose to file some or all of the forms outside of the educational record. Any information placed in the student's educational record is subject to FERPA restrictions.

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[1] The manual is available from School Threat Assessment Consultants LLC at https://www.schoolta.com/manual and from Amazon.com.

THREAT ASSESSMENT AND RESPONSE PROTOCOL©

Comprehensive School Threat Assessment Guidelines

OVERVIEW

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A *transient* threat means there is no sustained intent to harm and a *substantive* threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

School Threat Assessment Decision Tree*

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No → Not a threat. Might be an expression of anger that merits attention.

Yes ↓

Step 2. Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

Yes → Case resolved as transient; add services as needed.

No ↓

Step 3. Respond to a substantive threat.

For all substantive threats:

a. Take precautions to protect potential victims.
b. Warn intended victim and parents.
c. Look for ways to resolve conflict.
d. Discipline student, when appropriate.

Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon.

Serious → Case resolved as serious substantive threat; add services as needed.

Very Serious ↓

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

e. Screen student for mental health services and counseling; refer as needed.
f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.

↓

Step 5. Implement and monitor the safety plan.

Document the plan.
Maintain contact with the student.
Monitor whether plan is working and revise as needed.

*This 5-step decision tree is a reviion of the original 7-step decision tree for the Virginia Student Threat Assessment Guidelines that retains the same information and procedures in a more condensed format.

THREAT REPORT

A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behavior that suggests a threat such as weapon carrying, fighting, or menacing actions should be investigated to determine whether a threat is present.

The process is designed for assessment of threats to harm others and is not intended for individuals who have only threatened to harm themselves. Only a small percentage of cases require both threat assessment and suicide assessment, and in those cases, the team should supplement this form with their choice of a standard suicide assessment protocol.

Name of person reporting threat:	**Date/time threat reported:**
Affiliation of person reporting threat: ❑Student ❑Parent ❑Staff ❑Other:	
Name of person receiving the report:	

INCIDENT or BEHAVIOR OF CONCERN

Name of person making threat:	**Date/time threat made:**
Affiliation of person making threat: ❑Student ❑Parent ❑Staff ❑Other_____	**Status:** ❑Current ❑Former
Identification: ❑Male ❑Female Age: Grade, if student: School program, if student:	
Emergency Contact:	**Relationship:**
Home Address:	**Phone:**
Location threat occurred: ❑ School Building or Grounds ❑School Bus/Other Travel ❑School-Sponsored Activity ❑Digital communication such as text or post ❑Other_____	
Summary of the incident or threat. What was reported? Include who said or did what to whom. Who else was present?	

ASSESSMENT FINDINGS (All sources are not needed in most cases.)

Sources of Information	**Was information reviewed?**	**Relevant Findings** (use additional pages as needed)
Prior threats	❑Reviewed ❑Not applicable ❑ Not available	
Prior discipline incidents	❑Reviewed ❑Not applicable ❑ Not available	
Academic records	❑Reviewed ❑Not applicable ❑ Not available	
Special education records	❑Reviewed ❑Not applicable ❑ Not available	
Other records	❑Reviewed ❑Not applicable ❑ Not available	
Records from other schools	❑Reviewed ❑Not applicable ❑ Not available	
Records from outside agencies (e.g., social services or mental health)	❑Reviewed ❑Not applicable ❑ Not available	
Law enforcement records (criminal history, contacts, firearms purchases, etc.)	❑Reviewed ❑Not applicable ❑ Not available	
Employment records (grievances, disciplinary actions, Title IX, etc.)	❑Reviewed ❑Not applicable ❑ Not available	

INTERVIEWS

When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat, if appropriate to the circumstances. Interview the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the threatening individual's intentions.

Subject: Person who made threat or engaged in threatening behavior

Subject Name		Refer to prior page for additional identifying information.
Person(s) Conducting Interview		**Location, Date of Interview**

Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

2. What exactly did you say? And what exactly did you do?

3. What did you mean when you said or did that?

4. How do you think [person who was threatened] feels about what you said or did? (Probe to see if the subject believes it frightened or intimidated the person.)

5. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.

6. What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)

Target (person who was target of threat) or **Witness** (person with relevant information)

If more than one, complete additional forms. If a group targeted, describe how subject identified the group (e.g., "everyone on this bus") and list all individuals.

Target Name		**ID #**	
Affiliation	❑Administrator ❑Teacher ❑Staff ❑Student ❑Parent/Guardian ❑Other:	**Status**	❑Current ❑Former Grade (if student):
School		**Building/ Program**	
Emergency Contact		**Relation**	
Home Address		**Phone**	
Person(s) Conducting Interview		**Location, Date of Interview**	

Use these questions as a guide to interview the person targeted by the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. If target is a minor, record parent under emergency contact. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

2. What exactly did (subject) say? And what exactly did (subject) do?

3. What did you think he or she meant when he or she said or did that? (Does target believe that subject intends to carry out the threat?)

4. How do you feel about what (subject) said or did?

5. What was the reason (subject) said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

6. What are you going to do now? (Ask questions to determine how target plans to respond to the threat and assist in planning a safe and non-provocative response.) What do you think he/she will do now?

KEY OBSERVATIONS

These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.

Threat is likely to be less serious:		
1. Subjects admits to threat (statement or behavior).	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
2. Subject has explanation for threat as benign (such as joke or figure of speech).	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
3. Subject admits feeling angry toward target at time of threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
4. Subject retracts threat or denies intent to harm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
5. Subject apologetic or willing to make amends for threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
6. Subject willing to resolve threat through conflict resolution or some other means.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
Threat is likely to be more serious:		
7. Subject continues to feel angry toward target.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
8. Subject expressed threat on more than one occasion.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
9. Subject has specific plan for carrying out the threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
10. Subject engaged in preparation for carrying out the threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
11. Subject has prior conflict with target or other motive.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
12. Subject is suicidal. (Supplement with suicide assessment.)	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
13. Threat involved use of a weapon other than a firearm, such as a knife or club.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
14. Threat involves use of a firearm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
15. Subject has possession of, or ready access to, a firearm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
16. Subject has or sought accomplices or audience for carrying out threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
17. Threat involves gang conflict.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
18. Threat involves peers or others who have encouraged subject in making threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
Other relevant observations		

THREAT CLASSIFICATION

Date of initial classification:	**❑Not a threat**	**❑Transient**	**❑Serious Substantive**	**❑Very Serious Substantive**
Date of change in classification, if any:	**❑Not a threat**	**❑Transient**	**❑Serious Substantive**	**❑Very Serious Substantive**
Reason for change:				

OBSERVATIONS SUGGESTING NEED FOR INTERVENTION

This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present.

1. History of physical violence.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
2. History of criminal acts.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
5. History of intense anger or resentment.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
6. Has grievance or feels treated unfairly.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
7. Feels abused, harassed, or bullied.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
8. History of self-injury or suicide ideation or attempts.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
9. Has been seriously depressed.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
10. Experienced serious stressful events or conditions.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
11. Substance abuse history.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
13. Might or does qualify for special education services due to serious emotional/behavioral disturbance.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
14. Prescribed psychotropic medication.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
15. Substantial decline in level of academic or psychosocial adjustment.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
16. Lacks positive relationships with one or more school staff.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
17. Lacks supportive family.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
18. Lacks positive relationships with peers.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
19. Other factors that suggest need for intervention.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	

THREAT RESPONSE

Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).

❑	1. Increased contact/monitoring of subject	
❑	2. Reprimand or warning	
❑	3. Parent conference	
❑	4. Student apology	
❑	5. Contacted target of threat, including parent if target is a minor	
❑	6. Counseling (note number of meetings)	
❑	7. Conflict mediation	
❑	8. Schedule change	
❑	9. Transportation change	
❑	10. Mental health assessment	
❑	11. Mental health services in school	
❑	12. Mental health services outside school	
❑	13. Assess need for special education services	
❑	14. Review of Individualized Education Program (IEP) for students already receiving services	
❑	15. 504 plan or modification of 504 plan.	
❑	16. Behavior Support Plan created or modified	
❑	17. In-school time out or suspension	
❑	18. Out-of-school suspension (number days)	
❑	19. Referral for expulsion	
❑	20. Other disciplinary action	
❑	21. Change in school placement (e.g., transfer, homebound instruction)	
❑	22. Services for other persons affected by threat	
❑	23. Law enforcement consulted	
❑	24. Legal actions (e.g., arrest, detentions, charges)	
❑	25. Other actions	

CASE PLAN

This section can be used to describe the plan for any case and should be completed as Step 5 in cases of a very serious substantive threat.

Case Resolution or Safety Plan	**Date**

Describe how case was resolved, including any plan for further actions. List persons responsible for each component of plan.

Follow-up or Revision of Plan	**Date**

Describe current status of plan and any revisions. List persons responsible for each component of revised plan.

Threat Outcome Summary

This information documents outcomes for case review and evaluation purposes. Complete this form after the threat assessment and update at end of school year.

Demographics of person making threat ❑ Male ❑ Female ❑ Other _____ **Age _____**

Race ❑ American Indian/Alaska Native ❑ Asian ❑ Black/African American ❑ Nat Hawaiian/Pac Islander ❑ White ❑ Other Race

Hispanic or Latinx ❑ Yes ❑ No

If a student: Grade preK K 1 2 3 4 5 6 7 8 9 10 11 12 NA

Individual Educational Program (IEP) at time of threat ❑ Yes ❑ No **Section 504 Plan at time of threat** ❑ Yes ❑ No

Eligible for Free/Reduced Price Meals ❑ Yes ❑ No

Person(s) threatened ❑ one person threatened ❑ more than one person threatened

Who threatened (check all that apply) ❑ student ❑ teacher ❑ school staff member ❑ other

Threat classification ❑ Transient ❑ Serious Substantive ❑ Very Serious Substantive

Threat outcome ❑ Threat not attempted ❑ Threat attempted but averted (no one assaulted) ❑ Threat carried out (someone assaulted)

Most serious injury to person(s) threatened (only answer when threat carried out):

❑ assault with no injury ❑ minor injury (bruise, bloody nose) ❑ serious injury (e.g., broken bone, hospitalization)

Social-Behavioral Outcomes

❑ Student apologized for threat

❑ Student participated in some form of conflict resolution or mediation

❑ Student participated in counseling or mental health services (beyond conflict resolution or mediation)

Consequences for person making threat (partial list; check all that apply)

❑ Referral for counseling, conflict resolution, or mental health services

❑ In-school suspension for ___ days

❑ Out-of-school suspension for ___ days

❑ Transfer to a different school

❑ In-home instruction, including online program

❑ Expulsion

❑ Arrest by law enforcement ❑ Incarceration (e.g., juvenile detention or jail) ❑ Charges in juvenile or adult court

Follow-up (completed at end of school year after the year of the threat assessment)

Have any of the following occurred? Check all that apply:

❑ Student has received counseling or mental health services during this year

❑ Student has received special education services during this year

❑ Student has received educational support services (other than SPED) during this year

❑ Student has some other support services during this year (Describe briefly) _____

❑ Student has received a threat assessment for a new threat or incident this year

End of year behavior status

❑ Student has received a threat assessment for a new threat or incident this year

❑ Student engaged in some kind of violent behavior toward others (e.g., a fight)

❑ assault no injury ❑ minor injury (bruise, bloody nose) ❑ serious injury (e.g., broken bone, hospitalization)

❑ Student has received disciplinary consequences for a new incident/infraction this year

❑ In-school suspension for ___ days

❑ Out-of-school suspension for ___ days

❑ Other removal from school such as transfer to a different school or in-home instruction

❑ Expulsion

❑ Arrest by law enforcement ❑ Incarceration (e.g., juvenile detention or jail)

❑ Charges in juvenile or adult court

End of year academic status

❑ Student graduated

❑ Student completed grade and advanced to next grade

❑ Student moved out of attendance zone and has left this school (Any known reasons) _____

❑ Student dropped out of school

❑ Student failed one or more courses

❑ Student failed one or more state achievement tests

MENTAL HEALTH ASSESSMENT/SAFETY PLANNING INTERVIEW

Comprehensive School Threat Assessment Guidelines©

A mental health assessment is usually conducted in cases involving a very serious substantive threat. The purpose of the mental health assessment is to maintain the safety and well-being of the student and others. Therefore, the assessment has two objectives:

1. *Treatment and referral needs*. Assess the student's present mental state and determine whether there are urgent mental health needs that require attention, such as risk of suicide, psychosis, or rage. Beyond these immediate needs, consider whether there are other treatment, referral, or support needs.
2. *Threat reduction*. Gather information on the student's motives and intentions in making the threat in order to understand why the threat was made and identify relevant strategies or interventions that have the potential to reduce the risk of violence.

Subject Interview (Person who made threat or engaged in threatening behavior)

Subject Name		See records and additional information obtained by threat assessment team to supplement this assessment.
Person(s) Conducting Interview		**Location, Date of Interview**

Usually the interview can begin by asking "Do you know why I want to talk to you?" and after the subject has responded, "Let me explain the purpose of our meeting today." Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

Review of threat

1. What happened that made others worried that you wanted to harm someone? What exactly did you say or do that made them worried? What did you mean by that?

2. I know you must have had reasons to say (or do) that; can you explain what led up to it?

3. How would you do it? (carry out the threat) (Probe for details of any planning or preparation.) Where did the idea come from?

4. What could happen that would make you want to do it? (carry out the threat)

5. What would happen if you did do it? (review both effects on intended victims and consequences for student)

6. What do you think the school should do in a situation in which a person makes a threat like this?

7. What were you feeling then? How do you feel now?

8. How do you think (the person threatened) felt?

Relationship with intended victim(s)

1. How long have you known this person?

2. What has happened in the past between you and this person?

3. What do you think this person deserves?

4. Do you see any way that things could be improved between you and this person?

Family support

1. Whom do you live with? Are there family members you don't live with? Have there been any changes in the past year?

2. Whom in your home are you close to?

3. How well do your parents/guardians know you?

4. Where do you go after school? Where are your parents/guardians at this time? How much do they keep track of where you are or what you are doing?

5. How strict are your parents/guardians? What do they do if you do something they don't want you to do? When was the last time you got in trouble with them? What was the worst time?

6. How will your parents/guardians react (or how did they react) when they found out about this situation?

Stress and trauma

1. What kinds of things have been going on with you lately? What sorts of things have you worried about?

2. How has your school work been going lately? Are there things you have been worried about with your school work? Other things at school?

3. What is the worst thing that has happened to you lately? Have any other bad things happened? Is there something you regret or wish you could change?

4. Have there been any changes in your family? Has anyone been sick, moved away, or had anything bad happen to them?

5. Do you have any family members in jail or prison?

6. Do you take any medication?

7. Have you been involved in any counseling?

Mood

1. What has your mood been like the past few weeks? Have you felt down or depressed at times? How bad has it been? (Be alert for statements of pessimism and hopelessness that might indicate suicide risk. If there are indications of suicidal thoughts or feelings, there should be a more extensive evaluation of suicide risk. If necessary, develop a plan for protecting the student and making appropriate referrals.)

2. Have you felt nervous or anxious? Irritable or short-tempered? How bad has it been?

3. Have you ever felt like life wasn't worth living? Like maybe you would kill yourself?

4. Have you ever done something to hurt yourself on purpose? Ever cut yourself on purpose?

5. Have you had any problems with your sleep? Appetite? Energy level? Concentration?

6. Have you been taking any medication to help with your mood or for any other reason?

Psychotic symptoms

Ask a few probe questions and follow up if there is any indication of delusions or hallucinations. Phrase questions appropriate to student's age and understanding.

1. Have you had any unusual experiences lately, such as hearing things that others cannot hear or seeing things that others cannot see?

2. Have you felt like someone was out to get you or wanted to harm you? Have you had any other fears that seem strange or out of the ordinary?

3. Do you have any abilities or powers that others do not have, such as ESP or reading minds?

4. Have you felt numb or disconnected from the world, or like you were somehow outside your body?

Note and inquire about any other symptoms of mental disorder.

Weapons

Ask about any weapons mentioned in the threat. As an example, these questions concern a threat made to stab someone.

1. You said that you were going to stab (name of victim). What were you going to stab him with?

2. Do you have a knife? What kind of a knife is it? (Or, how would you get a knife?)

3. Have you ever had to use a knife with someone? What happened?

4. What do you think would happen if you did use a knife with (name of victim)?

Access to firearms

Ask about firearms in all cases, even if no firearm was mentioned. If the threat involved a knife, bomb, or other weapon, ask about that weapon, too.

1. Do you have a gun?

2. Are there guns in your home? Have you ever used a gun for hunting or target shooting?

3. If you wanted a gun, how would you get one?

4. What do you think you might do if you had a gun?

5. Have you ever had to use a gun with someone? Have you ever thought about using a gun with someone?

Aggressive behavior

1. Do people treat you fairly? Who has been unfair with you lately? When people treat you unfairly, what do you do about it?

2. When you get angry, what do you do? Has your temper ever gotten you into trouble?

3. Do you get into fights? When was the last time? What happened?

4. Have you ever threatened to harm anyone before?

5. Have you thought about what it would be like to hurt someone really bad? Have you written any stories or made any drawings that are violent?

6. Have you ever set fire to things?

7. Have you damaged your own property or someone else's property?

8. Have you ever intentionally hurt an animal?

School discipline

1. When was the last time you got into trouble in school? What happened?

2. Have you ever been suspended or expelled?

3. Have your parents ever been called to school because of your behavior?

4. Do you ever cut school or certain classes?

5. Do you feel that the rules at this school are fair? What has been unfair?

Delinquent behavior

1. Have you been in trouble with the law or with police before? What happened?

2. Have you ever gone to juvenile court? What was it about?

3. Have you done things that could have gotten you arrested or in trouble with the law? What was the worst thing? What else?

4. Do you drink beer, wine, or other alcohol? Have you ever? How often do you drink? When was the last time? Tell me about it.

5. Do you smoke marijuana? Have you ever? How often? When was the last time?

6. Have you used any other drugs? How often? When was the last time? Tell me about it.

Exposure to violence

1. Do you see or hear of violence in your neighborhood?

2. Do you know anyone who was shot, stabbed, or beat up real bad?

3. Do people argue much at home? Does anyone get physically aggressive?

4. What kind of movies do like? What kind of video games do you enjoy playing? What are your favorite Internet sites?

5. Ask the student about his/her reactions to any recent acts of violence or to any highly publicized school shootings.

Bullying

Bullying is broadly defined and may include teasing, social exclusion, or other forms of humiliation in addition to physical threats of violence. The student may not use the term "bully," and may be reluctant to admit being the victim of bullying behavior, so be prepared to rephrase questions and probe for victim experiences.

1. Is there anyone who has threatened you recently? Is there anyone who makes you feel afraid? (Ask about sexual threats if appropriate to situation.)

2. Is there anyone who has teased you or picked on you recently? Is there anyone who has beat you up or pushed you around? How about at home?

In response to any positive answer, follow up for more information: How often does it happen? What have you tried to do about it? Did you let any adult know about this, and if so, what happened? Be alert to statements indicating that a bullied student feels like there is no solution to the problem or is contemplating revenge.

Peer relations

1. What are your friends like? Have you had any trouble with your friends lately? Who is your best friend?

2. How would your friends describe you?

3. Do you have a boyfriend/girlfriend? (Keep in mind that the student might not be heterosexual, and there may be concerns in this area.) How are things going with him/her? Did you have one before? What happened in that relationship?

4. Do you have friends who get in trouble?

5. Have you ever joined a gang? Been part of a group like a crew, clique, posse, or mob?

6. Do any of your friends know about (refer to threat situation?) What did they say about it? Anyone who feels the same way you do?

Coping

1. How do you like to spend your free time?

2. What kinds of things do you do well?

3. What are your hobbies and interests? What do you enjoy doing?

4. Can you think of a problem you faced in the past that worked out okay? Can you think of a problem that you solved? Can you think of a time when you went to someone about a problem and that person was able to solve it?

5. What are your plans for the future? What would you like to do when you finish school?

6. What could we do that would help with (refer to the problem that led to the threat)?

Parent/Guardian Interview

Parent Name		**Relationship to Student**
Person(s) Conducting Interview		**Location, Date of Interview**

Understandably, parents may feel apprehensive, guilty, or defensive when being interviewed about their child's behavior. It is important that the interviewer find ways to convey respect for the parent, starting from the initial contact and throughout the interview. Also, it should be evident that the interviewer is interested in understanding and helping the parent's child; otherwise, the parent may regard the interview as an investigation designed to uncover evidence of wrongdoing by the student or incompetence by the parent. Overall, the interviewer should make every effort to engage the parent as an ally. Emphasize the common goal of helping their child to be safe and successful in school.

Parent knowledge of the threat

1. What do you (the parent) know about the threat?

2. Have you heard your child (or use child's name) talk about things like this before?

3. Are you familiar with (the intended victim)? (Ask about the child's history with the intended victim—previous relationship and interactions.)

4. (Ask questions to determine if the child has the means to carry out the threat, such as access to firearms.)

5. What are you planning to do about the threat? (Is the parent willing to work with the school to develop a plan to assure the threat will not be carried out and that the student's needs are addressed?)

School adjustment

1. Has your child ever been suspended or expelled from school?

2. Have you ever met with the school (teacher, counselor, principal) about concerns in the past? What happened, what was going on, what was the outcome?

3. Has your child ever needed special help in school? Ever been retained?

4. Has your child ever been tested in school?

5. How does your child like school?

6. How often does your child do homework?

7. What are your child's teachers like?

Family relationships and current stressors

1. Who lives in the home?

2. Are there any important events that have affected your family/child? Ask about any recent or pending changes, such as:

   Move, divorce/separation, losses

   Financial status, employment changes for parents

   Others in home involved with court or the law

3. Who does your child share concerns with? Who is he/she close to?

4. How well does he/she get along with parents? Siblings? Type of conflicts, over what, how resolved?

5. How does your child show anger toward you and other family members?

6. What does your child do after school? Who supervises? What time is your child supposed to be home at night?

7. What responsibilities does your child have at home?

8. Does your child follow rules? What are the consequences for not following the rules?

Peer relations and bullying

1. Has your child reported being teased, intimidated, rejected, or bullied in some other way? (If so, what has the parent done in response?)

2. Who are your child's friends? Are you pleased or displeased with your child's choice of friends?

3. How much is the child influenced by peers? Are there any examples of your child doing something to please peers that got him or her into trouble?

Delinquent behavior

1. Has your child been in trouble with the law or with police before? What happened?

2. Has your child ever gone to juvenile court? What was it about?

3. Has your child done things that could have gotten him or her arrested or in trouble with the law? What was the worst thing? What else?

4. Does your child drink beer, wine, or other alcohol?

5. Does your child smoke marijuana?

6. Has your child used any other drugs?

History of aggression

1. How does your child handle frustration?

2. When your child gets angry, what does he/she do?

3. Has your child gotten into fights in the past? When, where, with whom?

4. Has your child's temper ever gotten him/her into trouble?

5. Has your child ever hit you or other family members?

6. Has your child destroyed his or her own things, or someone else's property?

7. Does your child have any pets? Has he/she ever intentionally hurt the pet or some other animal?

Access to weapons

1. Do you have a gun in your home? Does your child have access to firearms through friends, relatives, or some other source?

2. Does your child have access to weapons other than firearms, such as military knives, martial arts weapons or some other kind of weapon?

3. Has your child ever talked about using a weapon to hurt someone? Ever gotten into trouble for using a weapon, carrying a weapon, or threatening someone with a weapon?

4. What can you do to restrict your child's access to weapons?

Exposure to violence

1. Has your child ever been a victim of abuse?

2. Is your child exposed to violence in the neighborhood?

3. Do people argue much at home? Has there been any physical aggression at home?

4. What kinds of movies, video games, internet sites does your child like? Any parent restrictions? Level of supervision? Child's response?

History

1. Ask about any delays in cognitive, motor, language development. How old was your child when he/she started to walk, talk?

2. Has your child ever had a problem with bedwetting? When, how long? Was anything done for this?

3. Has your child ever been hospitalized? Had any serious illnesses?

4. Has your child had any recent medical treatment? Taking any medications? Obtain diagnoses and medications. Ask for a release.

Mental health

1. Does your child have problems paying attention? Does your child follow directions without repetition and reminders? Does your child complete activities on his/her own? Does your child say things without thinking? Surprised by the consequences of his/her actions?

2. What has your child's mood been like the past few weeks?

3. Has your child been unusually nervous or anxious? Irritable or short-tempered? How bad has it been?

4. Has your child had problems with sleep? Appetite? Energy level? Concentration?

5. Has your child ever talked about hurting himself or herself? Have you ever been concerned that he/she might be suicidal?

6. Have there been any times when your child seemed to be hearing things that weren't there? Has he/she said things that didn't make sense or seemed to believe in things that weren't real?

7. Has your child ever seen a counselor or therapist? Ever taken medication for his/her behavior or mood?

8. Has your child had any involvement with other agencies/programs in the community?

Teacher/Staff Interview

Name of Person Interviewed		**Relationship to Student**
Person(s) Conducting Interview		**Location, Date of Interview**

Academics

1. How is this student doing academically? Has there been any change in recent weeks?

2. What are this student's verbal skills? How well can he or she express himself/herself in words?

3. Has this student been considered for special education or placed in special education? What kinds of difficulties does the student have? If a student is receiving special education services, ask about the problem behaviors that are regarded as part of his or her disability.

Teacher knowledge of the threat

1. What do you know about the threat?

2. Have you heard this student talk about things like this before?

3. What have other students told you about this incident?

4. Is there another teacher or staff member who might know something about this?

Student's peer relations

1. How well does this student get along with other students?

2. Who are the student's friends?

3. Are there students who do not get along with this student?

4. Have there been other conflicts or difficulties with peers?

5. Has this student ever complained of being bullied, teased, or treated unfairly by others?

Depression

1. Have there been any apparent changes in the student's mood, demeanor, or activity level? Seemed withdrawn or apathetic?

2. Has the student expressed any attitudes that could imply depression, such as expressions of hopelessness or futility, inadequacy or shame, self-criticism or worthlessness?

3. Has this student shown an increase in irritability or seemed short-tempered?

Discipline

1. What kinds of discipline problems have you experienced with this student?

2. How does this student respond to being corrected by an adult?

3. What are the student's emotional responses to being disciplined?

Aggression

1. How does this student express anger?

2. Does this student seem to hold a grudge? Seem resentful?

3. Has this student done anything that expresses anger or aggression, or has an aggressive theme in written assignments, drawings, class projects, etc.?

Parents

1. Have you had any contact with this student's parents? What happened?

Mental Health Assessment Report Template

Identifying Information

Give the student's name, gender, age, grade, school, and other relevant identifying information.

Reason for Referral

State that this evaluation was requested by the school principal because the student made a threat of violence that was judged to be a very serious, substantive threat. Describe the threat, including the exact statement or threatening behavior, and where and when it took place.

Sources of Information

Describe or list the sources of information used in this report, including information from team interviews with the student, witnesses, and parents, as well as any relevant records or psychological tests.

Major Findings

Describe how the child presented and any important aspects of his or her mental state, including any indications or markers of mental disorder requiring further evaluation or referral. Identify any stresses, conflicts, or unmet needs that affect the child's functioning or bear on the threat incident.

Review the child's understanding of the threat and its meaning from his or her perspective. Note whether the child has a history of violent or aggressive behavior, and any findings from the assessment that raise concerns about the child's potential for violence, such as access to firearms, peer encouragement to fight, drug use, or inadequate home supervision.

Conclusions

In general, the mental health professional should not be expected to make a definitive statement that a child is or is not dangerous; such statements go beyond current knowledge in the field of risk assessment. The report may identify risk factors and protective factors, and express concerns where there appear to be compelling risk factors.

The report should present recommendations aimed at reducing the risk of violence, and they might convey the degree of concern about the potential for violence in general terms, recognizing that a precise measure of risk is not feasible. In all cases, the goal is to reduce the risk of violence rather than to predict violence.

Recommendations may include a wide range of strategies, but should address both any immediate safety needs to protect potential victims and broader efforts to resolve conflicts or problems that precipitated the threat.

There are two basic types of recommendations. First are recommendations for school behavior support, which are actions to be taken at school. The report should identify any signs of disability that would indicate the need for further assessment, child study, or special education evaluation. Second, if appropriate, the report may propose other recommendations for the parents to consider implementing outside of school, such as seeking community-based services for their child.

BEHAVIOR INTERVENTION PLAN

For behavior interfering with the student's learning or the learning of others
Confidential - For Teacher/Staff Use Only
See: www.pent.ca.gov for downloadable forms

This BIP attaches to: ☐ *IEP date:* _____ ☐ *504 plan date:* _____ *Team meeting date:*

☐*School Safety plan/Threat Assessment form: date:*_____

Student Name _____ **Today's Date** _____ **Next Review Date** _____

1. The behavior impeding learning is (*describe what it looks like*)_

2. It impedes learning of self or others because

3. The need for a Behavior Intervention Plan ☐ early stage intervention ☐ moderate ☐ serious ☐ extreme

4. Frequency or intensity or duration of behavior

☐ reported by and/or ☐ observed by

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NEEDED CHANGES

5. What are the predictors for the behavior? (S*ituations in which the behavior is likely to occur: people, time, place, subject, etc.)*

6. What supports the student using the problem behavior? (*What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?*)

Remove student's need to use the problem behavior

7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior?

Who will establish? Who will monitor?

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO SUPPORT

8. Team believes the behavior occurs because: (*Function of behavior in terms of obtaining, protesting, or avoiding something*)

Support an alternative behavior that meets same need

9. What team believes the student should do instead of the problem behavior? (*How should the student escape/protest/avoid or get his/her need met in an acceptable way?*)

10. What teaching strategies/curriculum/materials are needed to teach the alternative behavior?

By whom? How frequent?

11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

Selection of reinforcer based on:

☐ reinforcer for using replacement behavior ☐ reinforcer for general increase in positive behaviors

By whom? Frequency?

REACTIONS PART III: STRATEGIES FOR RESPONDING TO PROBLEM RECURRENCE

12. What strategies will be employed if the problem behavior occurs again? (Prompt student to switch to the replacement behavior, review negative consequences of undesirable behavior)

Personnel?

OUTCOME PART IV: BEHAVIORAL GOALS

13. Behavioral Goal(s)

The above behavioral goal(s) are to: ☐ Reduce frequency of problem behavior ☐ Increase use of replacement behavior

☐ Develop new general skills that remove student's need to use the problem behavior

Conclusions

Are curriculum accommodations or modifications also necessary? Where described:	☐ **Yes**	☐ **No**
Are environmental supports/changes necessary?	☐ **Yes**	☐ **No**
Is reinforcement of alternative behavior alone enough (no new teaching is necessary)?	☐ **Yes**	☐ **No**
Are both teaching of new alternative behavior AND reinforcement needed?	☐ **Yes**	☐ **No**
This BSP to be coordinated with other agency's service plans?	☐ **Yes**	☐ **No**
Person responsible for contact between agencies		

COMMUNICATION PART V: COMMUNICATION PROVISIONS

14. Manner and frequency of communication, all participants:

Between? Frequency?

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

☐ Student:

☐ Parent/Guardian:

☐ Educator and Title:

☐ Educator and Title:

☐ Educator and Title:

☐ Administrator:

☐ Administrator:

☐ Other:

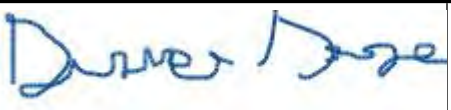
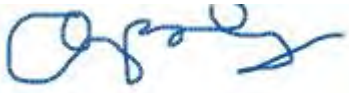
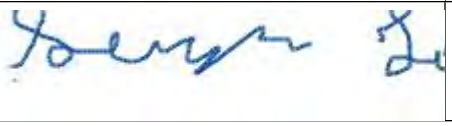
☐ Other:

Comprehensive School Safety Plan

2022-2023
School Year

School:	Stratford Elementary School
CDS Code:	16-63883-6010326
District:	Central Union School District
Address:	20227 1st Street Stratford, CA 93266
Date of Adoption:	
Date of Update:	9-25-2022
Date of Review:	
- with Staff	9-28-22
- with Law Enforcement	9-27-22
- with Fire Authority	9-27-22

Approved and/or Reviewed by:

Name	Title	Signature	Date
Desiree Soares	School Site Council Chairperson		
Christina Gonzales	Site Principal		
Sergio Lopez	Head Custodian		

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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

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

Safety Plan Vision

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

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

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

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

Components of the Comprehensive School Safety Plan (EC 32281)

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

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

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

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

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

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

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

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

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

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

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

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

District Policies and procedures are included in the attachments.

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

Disaster Plan (See Appendix C-F)

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

Cafeteria Capacity, Stratford School: 656

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

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

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

Mandatory Recommendation for Expulsion:
Unless the Superintendent, principal, or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))
1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g), explosive, or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

Grounds for Suspension and Expulsion:
Any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:
1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense (Education Code 48900(a))
2. A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, such a student may be suspended or expelled pursuant to Education Code 48900(a) when he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(t))
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
4. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
6. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
7. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
8. Stole or attempted to steal school property or private property (Education Code 48900(g))
9. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. Students' possession or use of nicotine delivery devices, such as electronic cigarettes, is also prohibited. (Education Code 48900(h))
10. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
11. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties (Education Code 48900(k))
13. Knowingly received stolen school property or private property (Education Code 48900(l))

14. Possessed an imitation firearm. Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
15. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
17. Engaged in, or attempted to engage in, hazing (Education Code 48900(q)): Hazing means a method of initiation or pre -initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.
18. Engaged in an act of bullying (Education Code 48900(r)): Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4, that has any of the effects described above on a reasonable student.
19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7): A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)
20. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2) (grades 4-12): Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)
22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

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

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

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

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

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

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

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

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

(E) Sexual Harassment Policies (EC 212.6 [b])

Upon receiving a complaint of discrimination or harassment, the site administration shall immediately investigate the complaint in accordance with site level procedures specified in AR 5145.7 – Sexual Harassment

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

Dress And Grooming:

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

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

Gang-Related Apparel:

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

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

School Ingress:

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

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

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

School Egress:

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

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

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

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

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

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

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

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

Component:
Attendance

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

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
We will maintain a schoolwide attendance rate of 96.45% or better for the current school year.	Maintain an active SARB process. Inform parents of legal requirements. Promote student connectedness. Reward positive student attendance.	SARB Committee School Resource Officer District Counselor Schoolzilla	Principal/Assistant Princpal	PowerSchool will reflect a schoolwide attendance rate of 96.45% or better for the 2022-2023 school year.
We will maintain a chronic absentee rate of 3% or less during the current school year.	Maintain an active SARB process. Inform parents of legal requirements. Promote student connectedness. Reward positive student attendance.	SARB Committee School Resource Officer District Counselor Schoolzilla	Principal/Assistant Princpal	PowerSchool and the state accountability system will reflect a schoolwide chronic absentee rate of 3% or less for the 2022-2023 school year.

Component:
Student Behavior Code of Conduct

Element:
Students are held accountable for following school rules and adhering to behavior expectations. Violations of school rules will result in written documentation, parent contact, and/or other appropriate consequences as outlined in the Parent/Student handbook. Classroom policies are also developed and reviewed with students. Parents are informed of such policies at Back to School events, parent conferences, and other means of communication.

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
We will maintain a suspension rate of 2% or less for the current school year.	Explicitly teach student behavior expectations. Provide students with structured alternative recess options. Explicitly teach students playground activities and games. Train yard supervisors in proactive supervision and strategies for deescalating unwanted behaviors.	Peaceful Playgrounds PBIS model School Resource Officer District Counselor District Psychologist	Principal/Assistant Principal	PowerSchool, Schoolzilla, and the state accountability system will reflect a suspension rate of 2% or less for the 2022-2023 school year.

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

Stratford Elementary School Student Conduct Code

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

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

An Assertive Discipline Program is utilized at our school. Our discipline program encourages and rewards appropriate behavior with praise and motivational incentives. For those students choosing to break the rules, a negative consequence will follow.

Close cooperation between the home and the school is vital in the development of appropriate behavior patterns. Thus, it is important that all concerned parties are aware of what the rules are and why they exist. With this in mind, the following is provided for your guidance and information.

The rules governing the behavior of students and the operation of the school reflect three guiding principles:

(1) The school exists as a place to learn.

(2) Teachers have a right to teach and all students have a right to learn.

(3)Self-discipline is the key to school discipline. Our expectations for student conduct, therefore, boil down to common sense, good manners, and respect for one another. The following are the specific rules governing the operation of the schools. Each of these is intended to ensure the safety of the students and to promote an orderly, pleasant and effective school environment.

Students will be on time and prepared to learn.

* Play stops immediately when the first bell rings (or whistle is sounded)
* All students must check in at the office if tardy to school, if leaving during the school day, when going home for and/or coming back from lunch.
* Personal items, such as toys, knives, skateboards, iPods and other electronic devices etc., are not to be brought to school unless so directed or authorized by a teacher.
* Students are not to enter another student's desk, book bag, locker, etc.
* Students should not have valuables or money anywhere but on their person.
* Students should return all lost and found articles to the office or to the Lost and Found Box.

Students will conduct themselves in a way that will not disrupt the learning environment.

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

Conduct Code Procedures

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

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

Infractions and Probable School Responses:

1. ALCOHOL, DRUGS, OTHER CONTROLLED SUB-STANCES, LOOK-ALIKE MATERIALS AND/OR DRUG PARAPHERNALIA

Suspected Use

a. Evaluation by school nurse/administrator
b. Parent contact by administrator
c. Send home with parents

Use or Possession

a. Parent contact by administrator
b. Five-day suspension
c. Police contact
d. Recommendation of expulsion
e. Advise superintendent

Sale

a. Parent contact by administrator
b. Five-day suspension
c. Police contact
d. Recommendation of expulsion
e. Advise superintendent

2. ARSON

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

3. ASSAULT AND/OR BATTERY OF SCHOOL PERSONNEL

a. Suspension for five days
b. Parent contact by administrator
c. Police contact
d. Recommendation of expulsion
e. Advise superintendent

4. BUS CONDUCT

Verbal Warning

a. Drivers shall discuss any student discipline problem with the student involved. If, in the bus driver's judgment, the incident is serious; it shall be reported to the student's school principal on a School Bus Incident Report to Parent's form.

First Report-Written Warning

a. Bus Drivers will issue a notice of unsatisfactory conduct, on a School Bus Incident Report to parent's form when they feel that behavior has been serious enough to warrant the child's parent(s) being informed of the situation.

Second Written Report

a. The student will lose his/her privilege of riding the bus for a period of five (5) school days. The principal or designee shall inform the parent (s) by telephone and/or letter of this suspension.

Third Written Report

a. The student will lose his/her privilege of riding the bus for twenty (20) school days. The principal or designee shall inform the parent (s) by telephone and or letter of this suspension.

Fourth Written Report

a. The student will lose his/her privilege of riding the bus for the remainder of the school year. The principal or designee shall inform the parent (s) by telephone and/or letter of this suspension.

5. CHEATING

Grades K-3

First Offense

a. No credit for assignment (score of zero)
b. Student counseled

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

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

6. CLASSROOM/CAMPUS DISRUPTIONS OR DISTURBANCES
a. Parent contact by teacher
b. School site alternative
c. Teacher suspension from class
d. Saturday school

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

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

b. Suspension/Saturday School for one to five days
c. Police contact
d. Recommendation of expulsion

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

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

11. HARASSMENT (INCLUDING HAZING)
Harass: to annoy persistently. Haze: (1) to harass by banter, ridicule, or criticism (2) to haze by way of initiation, such as gang initiates.
Grades K-3
a. Parent contact by teacher
b. School site alternative
Grades 4-8
a. Parent contact by teacher (2nd offense by administrator)
b. Suspension/Saturday School for one to five days
c. School site alternative
Grades 4-8
a. Parent contact by teacher (2nd offense by administrator)
b. School site alternative
c. Suspension/Saturday School from one to five days
d. Recommendation for expulsion

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

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

14. SEXUAL HARASSMENT

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

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

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

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

18. VANDALISM (under $100)

a. School site alternative
b. Parent contact
c. Restitution of damages
d. Suspension/Saturday School for one to five days
e. Police contact
f. Recommendation of expulsion

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

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

The following school site alternative may also be used with suspension or in place of suspension as listed on the preceding pages. In all cases, discipline should be consistent and fair. Such things as the intent of the student and repetition of the same or similar offenses will be taken into consideration. Alternatives include, but are not limited to, the following:
1. Student conference
2. Parent conferences
3. Parent-student-staff conferences
4. Change of homeroom
5. Behavior contact
6. Restriction of campus privileges, school activities, etc.
7. Detention
8. Suspension from class by a teacher
9. Restitution or work towards restitution
10. Referral to the School Attendance Review Board
11. In-school suspension (on campus but out of classroom)
12. Required parental attendance in a child's class (California Education Code § 48900.1)
13. Work Detention
14. Saturday School

(K) Hate Crime Reporting Procedures and Policies

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

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

(J) Procedures to Prepare for Active Shooters

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

Safety Plan Review, Evaluation and Amendment Procedures

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

Safety Plan Appendices

Emergency Contact Numbers

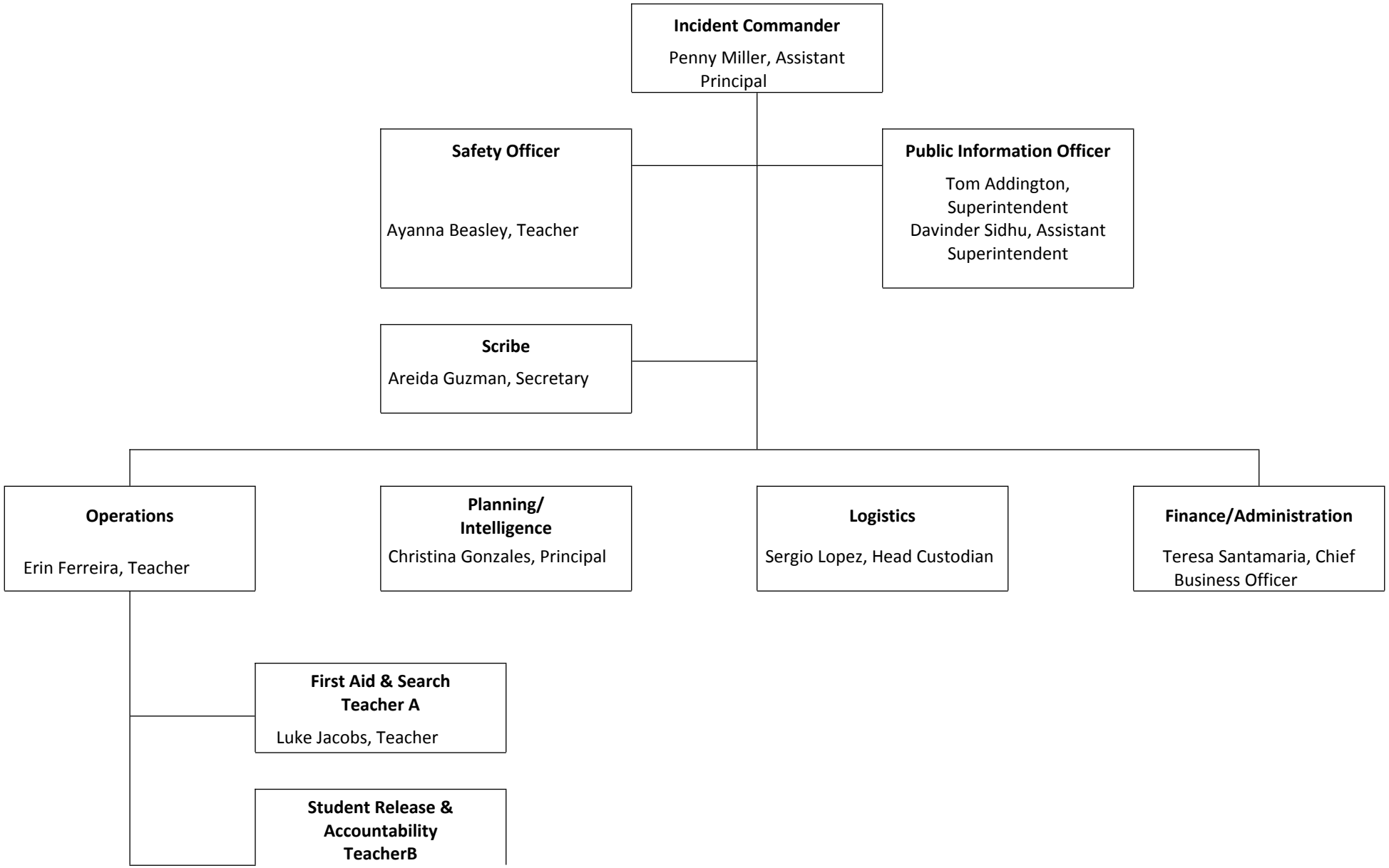
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Kings County Sheriff's Department	559-584-1431	
Law Enforcement/Fire/Paramedic	Kings County Fire Department	559-852-2881	
Law Enforcement/Fire/Paramedic	School Resource Officer	559-572-4822	
Public Utilities	Stratford Public Utility District	559-947-3037	
School District	Superintendent	559-381-3662	
School District	Assistant Superintendent	559-360-6748	
School District	Director of Student Services	559-936-2077	
School District	Principal	559-816-5696	
School District	Assistant Principal	559-285-4627	
School District	District Nurse	559-707-0467	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Safety Plan reviewed at staff meeting with teachers	September 29, 2022 @3PM	Stratford Elementary School Teachers Meeting
Safety Plan reviewed at instructional aides meeting	September 28, 2022 @1PM	Stratford Elementary School Instructional Aides Meeting
Safety Plan reviewed at School Site Council meeting	November 3, 2022 @3PM	Stratford Elementary School Site Council Meeting
Safety Plan reviewed with School Resource Officer	September 27, 2022 @10AM	Stratford Elementary School Office
Safety Plan reviewed with Local Fire Department	September 27, 2022 @11AM	Stratford Elementary School Office

Stratford Elementary School Incident Command System



	Melissa Benedicto, Teacher

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

LEVEL I – OVERSIGHT

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

The Principal – Mrs. Christina Gonzales

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

DISTRICT OFFICIALS
Tom Addington
Davinder Sidhu
Chief Business Officer

- Monitor the event through contact with the Principal.

LEVEL II – EMERGENCY OPERATIONS TEAM (EOT)

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

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

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

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

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

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

- Releases all information
- Completes Form #10

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

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

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

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

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

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

LEVEL III – EMERGENCY OPERATIONS TEAM (EOT)

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

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

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

CARE TEAM LEADER
School Counselor, Liliana Alvarado
Alternate: Karla Rodriguez, District Psychologist

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

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

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

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

- Oversees dispensation of food and water

MAINTENANCE LEADER
Head Custodian, Sergio Lopez
Alternate: Pablo Avila, Maintenance Supervisor

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

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

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

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

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

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

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

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

Emergency Response Guidelines

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

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

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

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

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

Emergency	Contact	Numbers.
1.	Emergency Dispatch	911
3.	Kings County Sheriff's Office	582-3211
4.	District Office	924-3405

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MISSING STUDENT

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

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

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

- ---

EVACUATION

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

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

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

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

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

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LOCKDOWN

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

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

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DROP AND COVER

Types of Crisis: Earthquake: Explosion

If inside building

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

If outside building

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

Types of Emergencies & Specific Procedures

Aircraft Crash

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

Action

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

Responsibility

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

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

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

Teachers should take roll using their Class Emergency Lists.

Armed Assault on Campus

ARREST OF STUDENTS:

The Board has authorized site administrators to release minor students into the custody of a law enforcement officer for the student's arrest or to have a CPS (Child Protective Services) worker talk with the child at the school site. Law enforcement and probation officers have the right to enter a school site to affect a lawful arrest. School staff has no authority over law enforcement personnel in this situation.

Questioning Students

Law enforcement officials have the right to interview students on school premises when the students are suspected of having committed a crime. When such an interview is requested, the site administrator or designee shall ascertain the officer's identity, official capacity, and the authority under which he/she acts. School personnel shall serve in a guardian role for the student though law enforcement personnel retain ultimate authority. If an officer requests to interview a student, the site administrator or designee shall:

1. Seek to accommodate the request in a way that will minimize disruption of the school process and maximize campus safety. The student's best interest should also be kept in mind.
2. Notify the superintendent immediately for guidance or concerns.

3. Request to be present during questioning if the student is al least twelve years old, with approval of the student. (Final discretion is that of the officer)
4. Be present during questioning if the student is younger than twelve years old.

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

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

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

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

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

Biological or Chemical Release

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

Action

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

Responsibility

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

Bomb Threat/ Threat Of violence

BOMB THREAT

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

Person Receiving the Call

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

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

Office Staff

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

Bomb Threat Call Reporting Form

Ask questions. Exact wording of the bomb threat.

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

Caller's voice:

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

Background sounds:

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

Familiar voices:

It sounds like: _____
_____
_____
_____

Other information:

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

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

CAMPUS SWEEP AND RESCUE TEAM

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

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

Bus Disaster

FIELD TRIPS

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

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

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

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

Responsibilities of the Driver and Teachers

1. Provide emergency first aid for restoration of breathing, severe bleeding, shock, and minor injuries.
2. Evacuate the bus, if it is required for the safety of the passengers. Give instructions for an orderly evacuation from designated exits. Announce a specific assembly point after the evacuation. Check to be sure all passengers have left the bus. Take roll using the Class Emergency List. Supervise students at the assembly area.
3. Notify the California Highway Patrol. If necessary, also notify the fire department and call for an ambulance. CALL 911.
4. Contact the director of transportation (559-924-6440) with the following:
4.1 Type of accident
4.2 Location of nearest intersection
4.3 Extent of injuries and any request for emergency ambulance service
4.4 Request another bus for to transport students (if necessary)
4.5 Provide the names of people sent to the hospital and name the hospital

Responsibilities of the School of Attendance

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

Disorderly Conduct

DISORDERLY CONDUCT

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

Procedure

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION
4. The School Administrator will call emergency services (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the Local District Superintendent of the situation.

Earthquake

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

Inside a Building

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

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

Outside the Building

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

ELECTRICITY

1. The principal of designee will call PG&E (911 or 1-800-743-5000).
2. The principal will notify the District Office. (559-924-2600)
3. If the school can call out but cannot receive calls, the principal is to make a status report to the District Office every 30 minutes.

4. All surge protectors should be turned off. They should not be turned back on without instructions from the principal.
5. Depending upon the cause of the power-outage, the custodian may need to shut off all electrical switches.
6. When electricity is restored, check the effect of the power-outage (refrigerated food, clocks, bell system, etc.).
7. Students are never to be dismissed from school due to a power-outage without permission from the superintendent or on direct orders from military personnel.

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

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

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

Responsibility
1.Staff
2.Principal, staff
3.Staff
4.Nurse, staff
5.Principal, clerical
6.Principal, clerical
7.Custodians, staff
8.Teachers
9.Principal
10.Principal
11.Principal, emergency personnel

Fire in Surrounding Area
In case of fire, the first priority is to protect human life. Secondary consideration is to save property.
1. Activate the fire alarm.
2. Direct personnel to re-route students whose exit path is affected by the location of the fire.
3. Teachers are to bring their Class Emergency Lists and take roll.
4. The principal will report the fire to the District Office.
5. The principal will ensure that the facility is safe before giving the "all clear" signal.

6. The principal will report suspected arson to law enforcement officials.
7. Staff members will cooperate with any investigation and implement prevention measures if recommended by law enforcement or fire department officials.

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

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

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

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

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

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

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

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

Fire on School Grounds
In case of fire, the first priority is to protect human life. Secondary consideration is to save property.
1. Activate the fire alarm.
2. Direct personnel to re-route students whose exit path is affected by the location of the fire.
3. Teachers are to bring their Class Emergency Lists and take roll.
4. The principal will report the fire to the District Office.
5. The principal will ensure that the facility is safe before giving the "all clear" signal.
6. The principal will report suspected arson to law enforcement officials.

7. Staff members will cooperate with any investigation and implement prevention measures if recommended by law enforcement or fire department officials.

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

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

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

Flooding

FLOODING

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems,

Procedure

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

2. The School Administrator will notify “911” and will describe the nature and extent of the flooding.
3. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The School Administrator will notify the Local District Superintendent of the emergency situation.
6. As appropriate, the School Administrator will activate Parent Alert System.

Loss or Failure Of Utilities

ELECTRICAL FAILURE

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

GAS LEAKS OR INTERRUPTION OF SERVICE

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

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

WATER LOSS

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

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

Motor Vehicle Crash

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

Action

1. Take immediate action to ensure the safety of all pupils.
2. Notify the principal of the emergency situation.
3. Students and staff must be kept at a safe distance from the accident scene.
4. Notify the Kings County Sheriff’s Office or Lemoore Naval Air Station Security. You may just call 911.
5. Notify the Superintendent. (559)925-2619

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

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

Pandemic

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

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

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

General protocols from both the District and site level include:

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

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

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

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

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

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

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

Psychological Trauma

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

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

Suicide Threat

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

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

Suspected Contamination of Food or Water

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

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

Tactical Responses to Criminal Incidents

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call.

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended targets) and regardless of whether the intended target is aware of the threat.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., a person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A transient threat means there is no sustained intent to harm and a substantive threat means the intent is present (or not clear) and therefore requires

protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

The threat assessment team at the site includes, site administration, school psychologist, school counselor, School Resource Officer, and may include other law enforcement partners (KCSO, NASL Security), and District office personnel.

The site utilizes evaluation procedures of Student Threat, Mental Hate Assessment, and Behavior Intervention Plan as developed from the Virginia Student Threat Assessment Guidelines (VSTAG) as an evidenced based program for threat assessments.

STEP 1 - Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

If NO ... Not a threat. Might be an expression of anger that merits attention.

If YES ... proceed to Step 2

STEP 2 - Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

If YES ... Case resolved as transient; add services as needed.

If NO ... proceed to Step 3

STEP 3 - Respond to a substantive threat.

For all substantive threats:
a. Take precautions to protect potential victims.
b. Warn intended victim and parents.
c. Look for ways to resolve conflict.
d. Discipline student, when appropriate.

SERIOUS means a threat to hit, fight, or beat up whereas VERY SERIOUS means a threat to kill, rape, or cause very serious injury with a weapon.

If SERIOUS ... Case resolved as serious substantive threat; add services as needed.

If VERY SERIOUS ... proceed to Step 4

STEP 4 - Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:
e. Screen student for mental health services and counseling; refer as needed.
f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability

STEP 5 - Implement and monitor the safety plan.

Emergency Evacuation Map

Forms for the Comprehensive School Threat Assessment Guidelines

What is the purpose of these forms?
These forms are used to conduct a threat assessment, as explained in the manual, *Comprehensive School Threat Assessment Guidelines: Intervention and Support to Prevent Violence*[1], or other training resources.

Do I conduct a threat assessment for all threats?
No. It is not feasible or necessary to conduct a formal assessment for clearly insignificant behavior such as playful bantering or joking. Conduct a threat assessment if there is some reason to be concerned about the behavior. When in doubt about a threat, conduct a threat assessment.

Do I use all of these forms for every threat assessment case?
No. Transient cases are documented with only a few pages (Threat Report, Interview(s), Key Observations, Threat Response), whereas only very serious substantive threats are likely to use all of the forms. In large samples, approximately 75% of cases are transient and fewer than 10% are very serious substantive threats.

Do I complete every section of each form?
No. These forms are intended as guidelines to help you consider the most likely aspects of a case, but you will use your judgment as to what is appropriate for your assessment and intervention.

Who completes the forms?
Threat assessment is a team process and can be documented by any member of the team. A transient threat might be handled by just one team member (preferably in consultation with at least one other team member), whereas a substantive threat will likely engage several team members.

Can I modify these forms?
Yes, within reasonable limits that do not significantly alter the CSTAG process. Be sure that changes are approved by your school system. Some school systems will modify the terminology (e.g., 'safety screening' versus "mental health assessment") or make other adjustments. For example, some schools systems add a place to document who carries out each step of the assessment or add a form to track changes when a student receives ongoing services. Schools can use online versions of these forms, too.

If a threat is resolved, do I change the threat classification to "no threat"?
No. The threat classification reflects your initial assessment and guides your next steps, regardless of how the threat is resolved. Occasionally, the threat classification might change if you find, for example, that a transient case is more serious than you thought and should be changed to a substantive threat. The resolution of a threat should be recorded in the Case Plan section.

Should I document transient threats?

Yes. If a student later carries out a threat that was previously judged to be transient, you will want documentation to show that you made a defensible effort to assess the threat. If a student makes multiple threats, documentation will provide a useful perspective.

Where should I file these forms?
Follow the guidance of your school system to determine where you file records. Some school systems choose to file some or all of the threat assessment forms in the student's educational record and others choose to file some or all of the forms outside of the educational record. Any information placed in the student's educational record is subject to FERPA restrictions.

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[1] The manual is available from School Threat Assessment Consultants LLC at https://www.schoolta.com/manual and from Amazon.com.

THREAT ASSESSMENT AND RESPONSE PROTOCOL©

Comprehensive School Threat Assessment Guidelines

OVERVIEW

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. Threats may be implied by behavior that an observer would reasonably regard as threatening, planning, or preparing to commit a violent act. When in doubt, treat the communication or behavior as a threat and conduct a threat assessment. Threats that are not easily recognized as harmless (e.g., an obvious joke that worries no one) should be reported to the school administrator or other team members. The administrator or another team member makes a preliminary determination of the seriousness of the threat. The student, targets of the threat, and other witnesses should be interviewed to obtain information using this protocol. A *transient* threat means there is no sustained intent to harm and a *substantive* threat means the intent is present (or not clear) and therefore requires protective action. This form is a guide for conducting a threat assessment, but each case may have unique features that require some modification.

A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan.

School Threat Assessment Decision Tree*

Step 1. Evaluate the threat.

Obtain a detailed account of the threat, usually by interviewing the person who made the threat, the intended victim, and other witnesses. Write the exact content of the threat and key observations by each party. Consider the circumstances in which the threat was made and the student's intentions. Is there communication of intent to harm someone or behavior suggesting intent to harm?

No → Not a threat. Might be an expression of anger that merits attention.

Yes ↓

Step 2. Attempt to resolve the threat as transient.

Is the threat an expression of humor, rhetoric, anger, or frustration that can be easily resolved so that there is no intent to harm? Does the person retract the threat or offer an explanation and/or apology that indicates no future intent to harm anyone?

Yes → Case resolved as transient; add services as needed.

No ↓

Step 3. Respond to a substantive threat.

For all substantive threats:

a. Take precautions to protect potential victims.
b. Warn intended victim and parents.
c. Look for ways to resolve conflict.
d. Discipline student, when appropriate.

Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon.

Serious → Case resolved as serious substantive threat; add services as needed.

Very Serious ↓

Step 4. Conduct a safety evaluation for a very serious substantive threat.

In addition to a-d above, the student may be briefly placed elsewhere or suspended pending completion of the following:

e. Screen student for mental health services and counseling; refer as needed.
f. Law enforcement investigation for evidence of planning and preparation, criminal activity.
g. Develop safety plan that reduces risk and addresses student needs. Plan should include review of Individual Educational Plan if already receiving special education services and further assessment if possible disability.

↓

Step 5. Implement and monitor the safety plan.

Document the plan.
Maintain contact with the student.
Monitor whether plan is working and revise as needed.

*This 5-step decision tree is a reviion of the original 7-step decision tree for the Virginia Student Threat Assessment Guidelines that retains the same information and procedures in a more condensed format.

THREAT REPORT

A threat is an expression of intent to harm someone that may be spoken, written, gestured, or communicated in some other form, such as via text message or email. Threats may be explicit or implied, directed at the intended target or communicated to a third party. Behavior that suggests a threat such as weapon carrying, fighting, or menacing actions should be investigated to determine whether a threat is present.

The process is designed for assessment of threats to harm others and is not intended for individuals who have only threatened to harm themselves. Only a small percentage of cases require both threat assessment and suicide assessment, and in those cases, the team should supplement this form with their choice of a standard suicide assessment protocol.

Name of person reporting threat:	**Date/time threat reported:**
Affiliation of person reporting threat: ❑Student ❑Parent ❑Staff ❑Other:	
Name of person receiving the report:	

INCIDENT or BEHAVIOR OF CONCERN

Name of person making threat:	**Date/time threat made:**
Affiliation of person making threat: ❑Student ❑Parent ❑Staff ❑Other_____	**Status:** ❑Current ❑Former
Identification: ❑Male ❑Female Age: Grade, if student: School program, if student:	
Emergency Contact:	**Relationship:**
Home Address:	**Phone:**
Location threat occurred: ❑ School Building or Grounds ❑School Bus/Other Travel ❑School-Sponsored Activity ❑Digital communication such as text or post ❑Other_____	
Summary of the incident or threat. What was reported? Include who said or did what to whom. Who else was present?	

ASSESSMENT FINDINGS (All sources are not needed in most cases.)

Sources of Information	**Was information reviewed?**	**Relevant Findings** (use additional pages as needed)
Prior threats	❑Reviewed ❑Not applicable ❑ Not available	
Prior discipline incidents	❑Reviewed ❑Not applicable ❑ Not available	
Academic records	❑Reviewed ❑Not applicable ❑ Not available	
Special education records	❑Reviewed ❑Not applicable ❑ Not available	
Other records	❑Reviewed ❑Not applicable ❑ Not available	
Records from other schools	❑Reviewed ❑Not applicable ❑ Not available	
Records from outside agencies (e.g., social services or mental health)	❑Reviewed ❑Not applicable ❑ Not available	
Law enforcement records (criminal history, contacts, firearms purchases, etc.)	❑Reviewed ❑Not applicable ❑ Not available	
Employment records (grievances, disciplinary actions, Title IX, etc.)	❑Reviewed ❑Not applicable ❑ Not available	

INTERVIEWS

When a threat is identified, obtain a specific account of the threat by interviewing the student or other person who made the threat, if appropriate to the circumstances. Interview the intended victims, and other witnesses. Write the exact content of the threat and statements by each party. Consider the circumstances in which the threat was made and the threatening individual's intentions.

Subject: Person who made threat or engaged in threatening behavior

Subject Name		Refer to prior page for additional identifying information.
Person(s) Conducting Interview		**Location, Date of Interview**

Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

2. What exactly did you say? And what exactly did you do?

3. What did you mean when you said or did that?

4. How do you think [person who was threatened] feels about what you said or did? (Probe to see if the subject believes it frightened or intimidated the person.)

5. What was the reason you said or did that? (Probe to find out if there is a prior conflict or history to this threat.

6. What are you going to do now? (Ask questions to determine if the subject intends to carry out the threat.)

Target (person who was target of threat) or **Witness** (person with relevant information)

If more than one, complete additional forms. If a group targeted, describe how subject identified the group (e.g., "everyone on this bus") and list all individuals.

Target Name		**ID #**	
Affiliation	❑Administrator ❑Teacher ❑Staff ❑Student ❑Parent/Guardian ❑Other:	**Status**	❑Current ❑Former Grade (if student):
School		**Building/ Program**	
Emergency Contact		**Relation**	
Home Address		**Phone**	
Person(s) Conducting Interview		**Location, Date of Interview**	

Use these questions as a guide to interview the person targeted by the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. If target is a minor, record parent under emergency contact. Adjust spacing below as needed.

1. Do you know why I want to talk to you? What happened today when you were [place of incident]? (Record person's exact words with quotation marks for key statements if possible.)

2. What exactly did (subject) say? And what exactly did (subject) do?

3. What did you think he or she meant when he or she said or did that? (Does target believe that subject intends to carry out the threat?)

4. How do you feel about what (subject) said or did?

5. What was the reason (subject) said or did that? (Probe to find out if there is a prior conflict or history to this threat.)

6. What are you going to do now? (Ask questions to determine how target plans to respond to the threat and assist in planning a safe and non-provocative response.) What do you think he/she will do now?

KEY OBSERVATIONS

These items can help assess whether a threat is transient or substantive, but must be considered in the broader context of the situation and other known facts. Regard these items as a checklist to make sure you have considered these aspects of the threat, but they are not to be summed or used as a score.

Threat is likely to be less serious:		
1. Subjects admits to threat (statement or behavior).	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
2. Subject has explanation for threat as benign (such as joke or figure of speech).	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
3. Subject admits feeling angry toward target at time of threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
4. Subject retracts threat or denies intent to harm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
5. Subject apologetic or willing to make amends for threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
6. Subject willing to resolve threat through conflict resolution or some other means.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
Threat is likely to be more serious:		
7. Subject continues to feel angry toward target.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
8. Subject expressed threat on more than one occasion.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
9. Subject has specific plan for carrying out the threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
10. Subject engaged in preparation for carrying out the threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
11. Subject has prior conflict with target or other motive.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
12. Subject is suicidal. (Supplement with suicide assessment.)	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
13. Threat involved use of a weapon other than a firearm, such as a knife or club.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
14. Threat involves use of a firearm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
15. Subject has possession of, or ready access to, a firearm.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
16. Subject has or sought accomplices or audience for carrying out threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
17. Threat involves gang conflict.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
18. Threat involves peers or others who have encouraged subject in making threat.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
Other relevant observations		

THREAT CLASSIFICATION

Date of initial classification:	**❑Not a threat**	**❑Transient**	**❑Serious Substantive**	**❑Very Serious Substantive**
Date of change in classification, if any:	**❑Not a threat**	**❑Transient**	**❑Serious Substantive**	**❑Very Serious Substantive**
Reason for change:				

OBSERVATIONS SUGGESTING NEED FOR INTERVENTION

This is an optional form used as needed for intervention planning. Here are some factors to consider in identifying possible interventions to assist the subject and reduce risk. These items are not summed or scored. Use the term "partially" as appropriate to the category to mean the condition is moderate or not clearly present.

1. History of physical violence.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
2. History of criminal acts.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
3. Preoccupation with violence, violent individuals, or groups that advocate violence.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
4. Preoccupation with mass shootings or infamous violent incidents.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
5. History of intense anger or resentment.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
6. Has grievance or feels treated unfairly.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
7. Feels abused, harassed, or bullied.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
8. History of self-injury or suicide ideation or attempts.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
9. Has been seriously depressed.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
10. Experienced serious stressful events or conditions.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
11. Substance abuse history.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
12. History of serious mental illness (symptoms such as delusions or hallucinations).	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
13. Might or does qualify for special education services due to serious emotional/behavioral disturbance.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
14. Prescribed psychotropic medication.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
15. Substantial decline in level of academic or psychosocial adjustment.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
16. Lacks positive relationships with one or more school staff.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
17. Lacks supportive family.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
18. Lacks positive relationships with peers.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	
19. Other factors that suggest need for intervention.	❑Yes ❑ Partially ❑No ❑Don't know/Not available	

THREAT RESPONSE

Use additional pages as needed. This is a list of common actions taken in response to a threat. Each case may require a unique set of actions. Add date and signature of person taking action if appropriate. Note if action was recommended but for some reason not completed (e.g., parent refusal).

❑	1. Increased contact/monitoring of subject	
❑	2. Reprimand or warning	
❑	3. Parent conference	
❑	4. Student apology	
❑	5. Contacted target of threat, including parent if target is a minor	
❑	6. Counseling (note number of meetings)	
❑	7. Conflict mediation	
❑	8. Schedule change	
❑	9. Transportation change	
❑	10. Mental health assessment	
❑	11. Mental health services in school	
❑	12. Mental health services outside school	
❑	13. Assess need for special education services	
❑	14. Review of Individualized Education Program (IEP) for students already receiving services	
❑	15. 504 plan or modification of 504 plan.	
❑	16. Behavior Support Plan created or modified	
❑	17. In-school time out or suspension	
❑	18. Out-of-school suspension (number days)	
❑	19. Referral for expulsion	
❑	20. Other disciplinary action	
❑	21. Change in school placement (e.g., transfer, homebound instruction)	
❑	22. Services for other persons affected by threat	
❑	23. Law enforcement consulted	
❑	24. Legal actions (e.g., arrest, detentions, charges)	
❑	25. Other actions	

CASE PLAN

This section can be used to describe the plan for any case and should be completed as Step 5 in cases of a very serious substantive threat.

Case Resolution or Safety Plan	**Date**

Describe how case was resolved, including any plan for further actions. List persons responsible for each component of plan.

Follow-up or Revision of Plan	**Date**

Describe current status of plan and any revisions. List persons responsible for each component of revised plan.

Threat Outcome Summary

This information documents outcomes for case review and evaluation purposes. Complete this form after the threat assessment and update at end of school year.

Demographics of person making threat ❑ Male ❑ Female ❑ Other _____ **Age _____**

Race ❑ American Indian/Alaska Native ❑ Asian ❑ Black/African American ❑ Nat Hawaiian/Pac Islander ❑ White ❑ Other Race

Hispanic or Latinx ❑ Yes ❑ No

If a student: Grade preK K 1 2 3 4 5 6 7 8 9 10 11 12 NA

Individual Educational Program (IEP) at time of threat ❑ Yes ❑ No **Section 504 Plan at time of threat** ❑ Yes ❑ No

Eligible for Free/Reduced Price Meals ❑ Yes ❑ No

Person(s) threatened ❑ one person threatened ❑ more than one person threatened

Who threatened (check all that apply) ❑ student ❑ teacher ❑ school staff member ❑ other

Threat classification ❑ Transient ❑ Serious Substantive ❑ Very Serious Substantive

Threat outcome ❑ Threat not attempted ❑ Threat attempted but averted (no one assaulted) ❑ Threat carried out (someone assaulted)

Most serious injury to person(s) threatened (only answer when threat carried out):

❑ assault with no injury ❑ minor injury (bruise, bloody nose) ❑ serious injury (e.g., broken bone, hospitalization)

Social-Behavioral Outcomes

❑ Student apologized for threat

❑ Student participated in some form of conflict resolution or mediation

❑ Student participated in counseling or mental health services (beyond conflict resolution or mediation)

Consequences for person making threat (partial list; check all that apply)

❑ Referral for counseling, conflict resolution, or mental health services

❑ In-school suspension for ___ days

❑ Out-of-school suspension for ___ days

❑ Transfer to a different school

❑ In-home instruction, including online program

❑ Expulsion

❑ Arrest by law enforcement ❑ Incarceration (e.g., juvenile detention or jail) ❑ Charges in juvenile or adult court

Follow-up (completed at end of school year after the year of the threat assessment)

Have any of the following occurred? Check all that apply:

❑ Student has received counseling or mental health services during this year

❑ Student has received special education services during this year

❑ Student has received educational support services (other than SPED) during this year

❑ Student has some other support services during this year (Describe briefly) _____

❑ Student has received a threat assessment for a new threat or incident this year

End of year behavior status

❑ Student has received a threat assessment for a new threat or incident this year

❑ Student engaged in some kind of violent behavior toward others (e.g., a fight)

❑ assault no injury ❑ minor injury (bruise, bloody nose) ❑ serious injury (e.g., broken bone, hospitalization)

❑ Student has received disciplinary consequences for a new incident/infraction this year

❑ In-school suspension for ___ days

❑ Out-of-school suspension for ___ days

❑ Other removal from school such as transfer to a different school or in-home instruction

❑ Expulsion

❑ Arrest by law enforcement ❑ Incarceration (e.g., juvenile detention or jail)

❑ Charges in juvenile or adult court

End of year academic status

❑ Student graduated

❑ Student completed grade and advanced to next grade

❑ Student moved out of attendance zone and has left this school (Any known reasons) _____

❑ Student dropped out of school

❑ Student failed one or more courses

❑ Student failed one or more state achievement tests

MENTAL HEALTH ASSESSMENT/SAFETY PLANNING INTERVIEW

Comprehensive School Threat Assessment Guidelines©

A mental health assessment is usually conducted in cases involving a very serious substantive threat. The purpose of the mental health assessment is to maintain the safety and well-being of the student and others. Therefore, the assessment has two objectives:

1. *Treatment and referral needs*. Assess the student's present mental state and determine whether there are urgent mental health needs that require attention, such as risk of suicide, psychosis, or rage. Beyond these immediate needs, consider whether there are other treatment, referral, or support needs.
2. *Threat reduction*. Gather information on the student's motives and intentions in making the threat in order to understand why the threat was made and identify relevant strategies or interventions that have the potential to reduce the risk of violence.

Subject Interview (Person who made threat or engaged in threatening behavior)

Subject Name		See records and additional information obtained by threat assessment team to supplement this assessment.
Person(s) Conducting Interview		**Location, Date of Interview**

Usually the interview can begin by asking "Do you know why I want to talk to you?" and after the subject has responded, "Let me explain the purpose of our meeting today." Use these questions as a guide to interview the person making the threat. Ask other questions as appropriate. Try to use open-ended questions rather than leading questions. Adjust spacing below as needed.

Review of threat

1. What happened that made others worried that you wanted to harm someone? What exactly did you say or do that made them worried? What did you mean by that?

2. I know you must have had reasons to say (or do) that; can you explain what led up to it?

3. How would you do it? (carry out the threat) (Probe for details of any planning or preparation.) Where did the idea come from?

4. What could happen that would make you want to do it? (carry out the threat)

5. What would happen if you did do it? (review both effects on intended victims and consequences for student)

6. What do you think the school should do in a situation in which a person makes a threat like this?

7. What were you feeling then? How do you feel now?

8. How do you think (the person threatened) felt?

Relationship with intended victim(s)

1. How long have you known this person?

2. What has happened in the past between you and this person?

3. What do you think this person deserves?

4. Do you see any way that things could be improved between you and this person?

Family support

1. Whom do you live with? Are there family members you don't live with? Have there been any changes in the past year?

2. Whom in your home are you close to?

3. How well do your parents/guardians know you?

4. Where do you go after school? Where are your parents/guardians at this time? How much do they keep track of where you are or what you are doing?

5. How strict are your parents/guardians? What do they do if you do something they don't want you to do? When was the last time you got in trouble with them? What was the worst time?

6. How will your parents/guardians react (or how did they react) when they found out about this situation?

Stress and trauma

1. What kinds of things have been going on with you lately? What sorts of things have you worried about?

2. How has your school work been going lately? Are there things you have been worried about with your school work? Other things at school?

3. What is the worst thing that has happened to you lately? Have any other bad things happened? Is there something you regret or wish you could change?

4. Have there been any changes in your family? Has anyone been sick, moved away, or had anything bad happen to them?

5. Do you have any family members in jail or prison?

6. Do you take any medication?

7. Have you been involved in any counseling?

Mood

1. What has your mood been like the past few weeks? Have you felt down or depressed at times? How bad has it been? (Be alert for statements of pessimism and hopelessness that might indicate suicide risk. If there are indications of suicidal thoughts or feelings, there should be a more extensive evaluation of suicide risk. If necessary, develop a plan for protecting the student and making appropriate referrals.)

2. Have you felt nervous or anxious? Irritable or short-tempered? How bad has it been?

3. Have you ever felt like life wasn't worth living? Like maybe you would kill yourself?

4. Have you ever done something to hurt yourself on purpose? Ever cut yourself on purpose?

5. Have you had any problems with your sleep? Appetite? Energy level? Concentration?

6. Have you been taking any medication to help with your mood or for any other reason?

Psychotic symptoms

Ask a few probe questions and follow up if there is any indication of delusions or hallucinations. Phrase questions appropriate to student's age and understanding.

1. Have you had any unusual experiences lately, such as hearing things that others cannot hear or seeing things that others cannot see?

2. Have you felt like someone was out to get you or wanted to harm you? Have you had any other fears that seem strange or out of the ordinary?

3. Do you have any abilities or powers that others do not have, such as ESP or reading minds?

4. Have you felt numb or disconnected from the world, or like you were somehow outside your body?

Note and inquire about any other symptoms of mental disorder.

Weapons

Ask about any weapons mentioned in the threat. As an example, these questions concern a threat made to stab someone.

1. You said that you were going to stab (name of victim). What were you going to stab him with?

2. Do you have a knife? What kind of a knife is it? (Or, how would you get a knife?)

3. Have you ever had to use a knife with someone? What happened?

4. What do you think would happen if you did use a knife with (name of victim)?

Access to firearms

Ask about firearms in all cases, even if no firearm was mentioned. If the threat involved a knife, bomb, or other weapon, ask about that weapon, too.

1. Do you have a gun?

2. Are there guns in your home? Have you ever used a gun for hunting or target shooting?

3. If you wanted a gun, how would you get one?

4. What do you think you might do if you had a gun?

5. Have you ever had to use a gun with someone? Have you ever thought about using a gun with someone?

Aggressive behavior

1. Do people treat you fairly? Who has been unfair with you lately? When people treat you unfairly, what do you do about it?

2. When you get angry, what do you do? Has your temper ever gotten you into trouble?

3. Do you get into fights? When was the last time? What happened?

4. Have you ever threatened to harm anyone before?

5. Have you thought about what it would be like to hurt someone really bad? Have you written any stories or made any drawings that are violent?

6. Have you ever set fire to things?

7. Have you damaged your own property or someone else's property?

8. Have you ever intentionally hurt an animal?

School discipline

1. When was the last time you got into trouble in school? What happened?

2. Have you ever been suspended or expelled?

3. Have your parents ever been called to school because of your behavior?

4. Do you ever cut school or certain classes?

5. Do you feel that the rules at this school are fair? What has been unfair?

Delinquent behavior

1. Have you been in trouble with the law or with police before? What happened?

2. Have you ever gone to juvenile court? What was it about?

3. Have you done things that could have gotten you arrested or in trouble with the law? What was the worst thing? What else?

4. Do you drink beer, wine, or other alcohol? Have you ever? How often do you drink? When was the last time? Tell me about it.

5. Do you smoke marijuana? Have you ever? How often? When was the last time?

6. Have you used any other drugs? How often? When was the last time? Tell me about it.

Exposure to violence

1. Do you see or hear of violence in your neighborhood?

2. Do you know anyone who was shot, stabbed, or beat up real bad?

3. Do people argue much at home? Does anyone get physically aggressive?

4. What kind of movies do like? What kind of video games do you enjoy playing? What are your favorite Internet sites?

5. Ask the student about his/her reactions to any recent acts of violence or to any highly publicized school shootings.

Bullying

Bullying is broadly defined and may include teasing, social exclusion, or other forms of humiliation in addition to physical threats of violence. The student may not use the term "bully," and may be reluctant to admit being the victim of bullying behavior, so be prepared to rephrase questions and probe for victim experiences.

1. Is there anyone who has threatened you recently? Is there anyone who makes you feel afraid? (Ask about sexual threats if appropriate to situation.)

2. Is there anyone who has teased you or picked on you recently? Is there anyone who has beat you up or pushed you around? How about at home?

In response to any positive answer, follow up for more information: How often does it happen? What have you tried to do about it? Did you let any adult know about this, and if so, what happened? Be alert to statements indicating that a bullied student feels like there is no solution to the problem or is contemplating revenge.

Peer relations

1. What are your friends like? Have you had any trouble with your friends lately? Who is your best friend?

2. How would your friends describe you?

3. Do you have a boyfriend/girlfriend? (Keep in mind that the student might not be heterosexual, and there may be concerns in this area.) How are things going with him/her? Did you have one before? What happened in that relationship?

4. Do you have friends who get in trouble?

5. Have you ever joined a gang? Been part of a group like a crew, clique, posse, or mob?

6. Do any of your friends know about (refer to threat situation?) What did they say about it? Anyone who feels the same way you do?

Coping

1. How do you like to spend your free time?

2. What kinds of things do you do well?

3. What are your hobbies and interests? What do you enjoy doing?

4. Can you think of a problem you faced in the past that worked out okay? Can you think of a problem that you solved? Can you think of a time when you went to someone about a problem and that person was able to solve it?

5. What are your plans for the future? What would you like to do when you finish school?

6. What could we do that would help with (refer to the problem that led to the threat)?

Parent/Guardian Interview

Parent Name		**Relationship to Student**
Person(s) Conducting Interview		**Location, Date of Interview**

Understandably, parents may feel apprehensive, guilty, or defensive when being interviewed about their child's behavior. It is important that the interviewer find ways to convey respect for the parent, starting from the initial contact and throughout the interview. Also, it should be evident that the interviewer is interested in understanding and helping the parent's child; otherwise, the parent may regard the interview as an investigation designed to uncover evidence of wrongdoing by the student or incompetence by the parent. Overall, the interviewer should make every effort to engage the parent as an ally. Emphasize the common goal of helping their child to be safe and successful in school.

Parent knowledge of the threat

1. What do you (the parent) know about the threat?

2. Have you heard your child (or use child's name) talk about things like this before?

3. Are you familiar with (the intended victim)? (Ask about the child's history with the intended victim—previous relationship and interactions.)

4. (Ask questions to determine if the child has the means to carry out the threat, such as access to firearms.)

5. What are you planning to do about the threat? (Is the parent willing to work with the school to develop a plan to assure the threat will not be carried out and that the student's needs are addressed?)

School adjustment

1. Has your child ever been suspended or expelled from school?

2. Have you ever met with the school (teacher, counselor, principal) about concerns in the past? What happened, what was going on, what was the outcome?

3. Has your child ever needed special help in school? Ever been retained?

4. Has your child ever been tested in school?

5. How does your child like school?

6. How often does your child do homework?

7. What are your child's teachers like?

Family relationships and current stressors

1. Who lives in the home?

2. Are there any important events that have affected your family/child? Ask about any recent or pending changes, such as:

   Move, divorce/separation, losses

   Financial status, employment changes for parents

   Others in home involved with court or the law

3. Who does your child share concerns with? Who is he/she close to?

4. How well does he/she get along with parents? Siblings? Type of conflicts, over what, how resolved?

5. How does your child show anger toward you and other family members?

6. What does your child do after school? Who supervises? What time is your child supposed to be home at night?

7. What responsibilities does your child have at home?

8. Does your child follow rules? What are the consequences for not following the rules?

Peer relations and bullying

1. Has your child reported being teased, intimidated, rejected, or bullied in some other way? (If so, what has the parent done in response?)

2. Who are your child's friends? Are you pleased or displeased with your child's choice of friends?

3. How much is the child influenced by peers? Are there any examples of your child doing something to please peers that got him or her into trouble?

Delinquent behavior

1. Has your child been in trouble with the law or with police before? What happened?

2. Has your child ever gone to juvenile court? What was it about?

3. Has your child done things that could have gotten him or her arrested or in trouble with the law? What was the worst thing? What else?

4. Does your child drink beer, wine, or other alcohol?

5. Does your child smoke marijuana?

6. Has your child used any other drugs?

History of aggression

1. How does your child handle frustration?

2. When your child gets angry, what does he/she do?

3. Has your child gotten into fights in the past? When, where, with whom?

4. Has your child's temper ever gotten him/her into trouble?

5. Has your child ever hit you or other family members?

6. Has your child destroyed his or her own things, or someone else's property?

7. Does your child have any pets? Has he/she ever intentionally hurt the pet or some other animal?

Access to weapons

1. Do you have a gun in your home? Does your child have access to firearms through friends, relatives, or some other source?

2. Does your child have access to weapons other than firearms, such as military knives, martial arts weapons or some other kind of weapon?

3. Has your child ever talked about using a weapon to hurt someone? Ever gotten into trouble for using a weapon, carrying a weapon, or threatening someone with a weapon?

4. What can you do to restrict your child's access to weapons?

Exposure to violence

1. Has your child ever been a victim of abuse?

2. Is your child exposed to violence in the neighborhood?

3. Do people argue much at home? Has there been any physical aggression at home?

4. What kinds of movies, video games, internet sites does your child like? Any parent restrictions? Level of supervision? Child's response?

History

1. Ask about any delays in cognitive, motor, language development. How old was your child when he/she started to walk, talk?

2. Has your child ever had a problem with bedwetting? When, how long? Was anything done for this?

3. Has your child ever been hospitalized? Had any serious illnesses?

4. Has your child had any recent medical treatment? Taking any medications? Obtain diagnoses and medications. Ask for a release.

Mental health

1. Does your child have problems paying attention? Does your child follow directions without repetition and reminders? Does your child complete activities on his/her own? Does your child say things without thinking? Surprised by the consequences of his/her actions?

2. What has your child's mood been like the past few weeks?

3. Has your child been unusually nervous or anxious? Irritable or short-tempered? How bad has it been?

4. Has your child had problems with sleep? Appetite? Energy level? Concentration?

5. Has your child ever talked about hurting himself or herself? Have you ever been concerned that he/she might be suicidal?

6. Have there been any times when your child seemed to be hearing things that weren't there? Has he/she said things that didn't make sense or seemed to believe in things that weren't real?

7. Has your child ever seen a counselor or therapist? Ever taken medication for his/her behavior or mood?

8. Has your child had any involvement with other agencies/programs in the community?

Teacher/Staff Interview

Name of Person Interviewed		**Relationship to Student**
Person(s) Conducting Interview		**Location, Date of Interview**

Academics

1. How is this student doing academically? Has there been any change in recent weeks?

2. What are this student's verbal skills? How well can he or she express himself/herself in words?

3. Has this student been considered for special education or placed in special education? What kinds of difficulties does the student have? If a student is receiving special education services, ask about the problem behaviors that are regarded as part of his or her disability.

Teacher knowledge of the threat

1. What do you know about the threat?

2. Have you heard this student talk about things like this before?

3. What have other students told you about this incident?

4. Is there another teacher or staff member who might know something about this?

Student's peer relations

1. How well does this student get along with other students?

2. Who are the student's friends?

3. Are there students who do not get along with this student?

4. Have there been other conflicts or difficulties with peers?

5. Has this student ever complained of being bullied, teased, or treated unfairly by others?

Depression

1. Have there been any apparent changes in the student's mood, demeanor, or activity level? Seemed withdrawn or apathetic?

2. Has the student expressed any attitudes that could imply depression, such as expressions of hopelessness or futility, inadequacy or shame, self-criticism or worthlessness?

3. Has this student shown an increase in irritability or seemed short-tempered?

Discipline

1. What kinds of discipline problems have you experienced with this student?

2. How does this student respond to being corrected by an adult?

3. What are the student's emotional responses to being disciplined?

Aggression

1. How does this student express anger?

2. Does this student seem to hold a grudge? Seem resentful?

3. Has this student done anything that expresses anger or aggression, or has an aggressive theme in written assignments, drawings, class projects, etc.?

Parents

1. Have you had any contact with this student's parents? What happened?

Mental Health Assessment Report Template

Identifying Information

Give the student's name, gender, age, grade, school, and other relevant identifying information.

Reason for Referral

State that this evaluation was requested by the school principal because the student made a threat of violence that was judged to be a very serious, substantive threat. Describe the threat, including the exact statement or threatening behavior, and where and when it took place.

Sources of Information

Describe or list the sources of information used in this report, including information from team interviews with the student, witnesses, and parents, as well as any relevant records or psychological tests.

Major Findings

Describe how the child presented and any important aspects of his or her mental state, including any indications or markers of mental disorder requiring further evaluation or referral. Identify any stresses, conflicts, or unmet needs that affect the child's functioning or bear on the threat incident.

Review the child's understanding of the threat and its meaning from his or her perspective. Note whether the child has a history of violent or aggressive behavior, and any findings from the assessment that raise concerns about the child's potential for violence, such as access to firearms, peer encouragement to fight, drug use, or inadequate home supervision.

Conclusions

In general, the mental health professional should not be expected to make a definitive statement that a child is or is not dangerous; such statements go beyond current knowledge in the field of risk assessment. The report may identify risk factors and protective factors, and express concerns where there appear to be compelling risk factors.

The report should present recommendations aimed at reducing the risk of violence, and they might convey the degree of concern about the potential for violence in general terms, recognizing that a precise measure of risk is not feasible. In all cases, the goal is to reduce the risk of violence rather than to predict violence.

Recommendations may include a wide range of strategies, but should address both any immediate safety needs to protect potential victims and broader efforts to resolve conflicts or problems that precipitated the threat.

There are two basic types of recommendations. First are recommendations for school behavior support, which are actions to be taken at school. The report should identify any signs of disability that would indicate the need for further assessment, child study, or special education evaluation. Second, if appropriate, the report may propose other recommendations for the parents to consider implementing outside of school, such as seeking community-based services for their child.

BEHAVIOR INTERVENTION PLAN

For behavior interfering with the student's learning or the learning of others
Confidential - For Teacher/Staff Use Only
See: www.pent.ca.gov for downloadable forms

This BIP attaches to: ☐ *IEP date:* _____ ☐ *504 plan date:* _____ *Team meeting date:*

☐*School Safety plan/Threat Assessment form: date:*_____

Student Name _____ **Today's Date** _____ **Next Review Date** _____

1. The behavior impeding learning is (*describe what it looks like*)_

2. It impedes learning of self or others because

3. The need for a Behavior Intervention Plan ☐ early stage intervention ☐ moderate ☐ serious ☐ extreme

4. Frequency or intensity or duration of behavior

☐ reported by and/or ☐ observed by

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NEEDED CHANGES

5. What are the predictors for the behavior? (S*ituations in which the behavior is likely to occur: people, time, place, subject, etc.)*

6. What supports the student using the problem behavior? (*What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?*)

Remove student's need to use the problem behavior

7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior?

Who will establish? Who will monitor?

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO SUPPORT

8. Team believes the behavior occurs because: (*Function of behavior in terms of obtaining, protesting, or avoiding something*)

Support an alternative behavior that meets same need

9. What team believes the student should do instead of the problem behavior? (*How should the student escape/protest/avoid or get his/her need met in an acceptable way?*)

10. What teaching strategies/curriculum/materials are needed to teach the alternative behavior?

By whom? How frequent?

11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?

Selection of reinforcer based on:

☐ reinforcer for using replacement behavior ☐ reinforcer for general increase in positive behaviors

By whom? Frequency?

REACTIONS PART III: STRATEGIES FOR RESPONDING TO PROBLEM RECURRENCE

12. What strategies will be employed if the problem behavior occurs again? (Prompt student to switch to the replacement behavior, review negative consequences of undesirable behavior)

Personnel?

OUTCOME PART IV: BEHAVIORAL GOALS

13. Behavioral Goal(s)

The above behavioral goal(s) are to: ☐ Reduce frequency of problem behavior ☐ Increase use of replacement behavior

☐ Develop new general skills that remove student's need to use the problem behavior

Conclusions

Are curriculum accommodations or modifications also necessary? Where described:	☐ **Yes**	☐ **No**
Are environmental supports/changes necessary?	☐ **Yes**	☐ **No**
Is reinforcement of alternative behavior alone enough (no new teaching is necessary)?	☐ **Yes**	☐ **No**
Are both teaching of new alternative behavior AND reinforcement needed?	☐ **Yes**	☐ **No**
This BSP to be coordinated with other agency's service plans?	☐ **Yes**	☐ **No**
Person responsible for contact between agencies		

COMMUNICATION PART V: COMMUNICATION PROVISIONS

14. Manner and frequency of communication, all participants:

Between? Frequency?

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

☐ Student:

☐ Parent/Guardian:

☐ Educator and Title:

☐ Educator and Title:

☐ Educator and Title:

☐ Administrator:

☐ Administrator:

☐ Other:

☐ Other:

Thomas Addington
Superintendent

15783 18th Avenue
Lemoore, CA 93245
Telephone (559) 924-3405
Fax (559) 924-1153

Central Union School District
Lemoore, CA

Board Members
Dale Davidson
Jeffrey Gilcrease
Ceil Howe, III

To: Central Union Board of Trustees
From: Tom Addington, Superintendent
Date: February 24, 2023

X	Action (Consent or **New Business**)
	Information

Item:
Approve Resolution #G-03-06-2023 Declaration of Need for fully qualified Educators - 2023-24.

Rationale/Purpose:

The Declaration of Need (DON) is an annual document required for a school district as a prerequisite to the issuance of any emergency or intern permit and/or a limited assignment permit for the District. The DON is established by California Code of Regulations §80026.

The resolution sets forth the ability for the District to secure alternatively credential paths for staffing based upon need.

Recommendation:
Approve resolution #G-03-06-2023.

CENTRAL UNION SCHOOL DISTRICT
RESOLUTION #G-03-06-2023

BEFORE THE BOARD OF TRUSTEES
OF THE CENTRAL UNION SCHOOL DISTRICT
KINGS COUNTY, CALIFORNIA

IN THE MATTER OF
DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS
2023-24 SCHOOL YEAR

WHEREAS, the Central Union Elementary School District makes every effort to recruit fully prepared teachers; and

WHEREAS, when fully prepared staff are not available, the District recruits candidates who qualify for alternate certifications; and

WHEREAS, there are teachers who have not yet completed Cross Cultural Language and Academic Development (CLAD) certification or other English Learner Authorization; and

WHEREAS, the Board of Trustees recognizes that there are an insufficient number of certificated persons who meet the District's specific employment criteria; and

WHEREAS, Title 5 Section 80026 and AB 471 (Scott) require that a Declaration of Need for Fully Qualified Educators and resolution by the Governing Board be submitted by an employing agency prior to the issuance of any emergency, intern and/or limited assignments permit for that agency in a given school year; and

WHEREAS, Title 5 Section 80026 and AB 471 (Scott) specify that said Declaration of Need for Fully Qualified Educators and resolution be adopted by the Governing Board of a school district in a regularly scheduled public meeting of the Board on an annual basis; and

WHEREAS, said Declaration of Need for Fully Qualified Educators shall not be adopted by the Board as part of a consent calendar; and

WHEREAS, all employees invest their time, energy and countless hours to provide all students with quality programs and services that support their individual needs and educational goals;

NOW, THEREFORE, BE IT RESOLVED that the Central Union School District Board of Trustees hereby requests that a Declaration of Need for Fully Qualified Educators be adopted and properly recorded for submission to the appropriate agencies for the 2023-24 school year

The foregoing Resolution was adopted at a regular meeting of the Board of Trustees of the Central Union Elementary School District on this 6th day of March 2023, by the following vote:

	AYE	NO	ABSTAIN	ABSENT
	☐	☐	☐	☐
Dale Davidson, Trustee Area 1	☐	☐	☐	☐
Jeffrey Gilcrease, Trustee Area 2	☐	☐	☐	☐
Vacant, Trustee Area 3	☐	☐	☐	☐
Vacant, Trustee Area 4	☐	☐	☐	☐
Ceil Howe, III, Trustee Area 5				

I, Jeffrey Gilcrease, Clerk of the Board of Trustees of the Central Union School District, do hereby certify that the foregoing Resolution was regularly introduced, passed and adopted by the Board of Trustees at its meeting held on March 6, 2023.

_____

Jeffrey Gilcrease, Clerk
Board of Trustees
Central Union School District
Kings County, California

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2023-24

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Central Union School District District CDS Code: 16-63883

Name of County: Kings County CDS Code: 16-10165

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 03/06/23 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2024.

Submitted by (Superintendent, Board Secretary, or Designee):

Thomas Addington		Superintendent
Name	*Signature*	*Title*
559-924-1153	559-924-3405	3/6/23
Fax Number	*Telephone Number*	*Date*

15783 18th Avenue, Lemoore, CA 93245
Mailing Address

taddingt@central.k12.ca.us
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

_____

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	5
Bilingual Authorization (applicant already holds teaching credential)	
List target language(s) for bilingual authorization: _____	
Resource Specialist	1
Teacher Librarian Services	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	5
Single Subject	2
Special Education	1
TOTAL	8

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
Math	1

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☐ Yes ☑ No

If no, explain. Partner with agencies listed below

Does your agency participate in a Commission-approved college or university internship program? ☑ Yes ☐ No

If yes, how many interns do you expect to have this year? 5

If yes, list each college or university with which you participate in an internship program.

KCOE Grow Intern Program, TCOE Impact Program, Univ of Mass, CalState Fresno, Fresno Pacific Univ, National Univ and Western Governors Univ

If no, explain why you do not participate in an internship program.

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

ANNUAL STATEMENT OF NEED
30-DAY SUBSTITUTE and DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE TEACHING PERMITS

INSTRUCTIONS TO THE EMPLOYER

This statement of need must be filed at the school district office each school year when employing holders of Emergency 30-Day Substitute Permits. The employing agency will complete a single statement of need form (below) and retain the form at the school district office.

The form must be completed annually, indicating that either no credentialed person is available or that those available are not deemed qualified for substitute teaching and details of the circumstances that necessitate the use of emergency permit holders rather than fully credentialed teachers.

This statement of need form does not require listing specific employees or their positions. The form must be signed by the superintendent of the employing school district. It does not need to be co-signed by the county superintendent of schools.

A copy of the form does not need to be submitted to the county or the Commission with each Emergency 30-Day Substitute Teaching Permit application; however, the county superintendent of schools, whose responsibilities include areas such as district payroll or district substitute placement, may request a copy of the district's statement of need form to accurately fulfill these duties.

County superintendent of schools offices employing holders of the Emergency 30-Day Substitute Teaching Permit are also required to annually file, at their office, this completed statement of need form. The county superintendent of schools will sign the form.

The Commission does not require that the school board approve the statement of need. The individual school district may establish its own policy regarding this matter.

References: California Education Code, Sections 44225 and 44300 and California Code of Regulations, Title 5, Sections 80023, 80025 and 80026

This form must be signed by either:

☑ The district superintendent of schools and filed at the school district office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a public school operated by a school district.

OR

☐ The county superintendent of schools and filed at the county superintendent of schools' office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a county-operated school.

Certification and Authorized Signature

The district superintendent of schools or the county superintendent of schools has reviewed the information contained in this statement of need and certifies one the following:

☑ Either a credentialed person is not available or one or more credentialed persons are available, but are not deemed qualified by the district or county, as applicable, to serve as a day-to-day substitute teacher.

OR

☐ The situation or circumstances that necessitate the use of an emergency permit holder are as follows: (Attach additional sheets, if necessary.)

I hereby certify that all of the information contained in this statement of need is true and correct.

	Central Union School District	3/6/23
Signature of the District Superintendent	*District*	*Date*
	Kings	
Signature of the County Superintendent of Schools	*County*	*Date*

It is not necessary to submit this form to the Commission on Teacher Credentialing.

Thomas Addington
Superintendent
15783 18th Avenue
Lemoore, CA 93245

Telephone (559) 924-3405
Fax (559) 924-6983

Central Union School District
Lemoore, CA

Board Members
Dale Davidson
Jeffrey Gilcrease
Ceil Howe III

Central Union Elementary School District
Certificated Negotiations
2023 Reopener

The Central Union Elementary School District is committed to a positive bargaining relationship with the Association and will strive to find a balance between the needs of our employees and the operational and fiscal well-being of the District.

In accordance with the 2021-2024 Collective Bargaining Agreement ("CBA") between the "District" and the Central Union Elementary Teachers' Association (CUETA), as outlined in Article 1: Agreement, this serves as notification of the intent to enter into negotiations as referenced in the master agreement.

The District proposes to open and negotiate possible revisions to the following articles:

Article 34: Employee Benefits
Article 38: Salaries

The District holds no further articles in need of clarification or discussion other than Benefits and Salaries.

CUETA Sunshine Proposal 2023-2024

Article 38 Salaries and Appendix B
-Increase permanently applied to salary schedule

Article 34 Employee Benefits
-Fully funded 80/20

Article 39 Coaching Stipends
-Increase stipends

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Lemoore, CA

Board Members
Dale Davidson
Jeffrey Gilcrease
Ceil Howe III

Central Union Elementary School District
Classified Negotiations
2023 Reopener

The Central Union Elementary School District is committed to a continued positive bargaining relationship with the Association and will strive to find a balance between the needs of our employees and the operational and fiscal well-being of the District.

In accordance with the 2021-2024 Collective Bargaining Agreement ("CBA") between the "District" and the Central Union Classified Employees Association (CUCEA), as outlined in Article 1: Agreement, this serves as notification of the intent to enter into negotiations as referenced in the master agreement.

The District proposes to open and negotiate possible revisions to the following articles:

Article 7: Employee Benefits
Article 28: Salaries

While Article 1 also allows the an additional article to be reopened for conversation and discussion, the District holds no further articles in need of clarification or discussion other than those referenced above.

The District and CUCEA will begin scheduling 'at-table' conversations as soon as possible.

From: **Laurie Heaton** lheaton@central.k12.ca.us
Subject: CUCEA- Sunshine Proposal
Date: February 27, 2023 at 4:04 PM
To: Thomas Addington taddingt@central.k12.ca.us
Cc: Traci Fullerton tfullerton@central.k12.ca.us

LH

Central Union Classified Employees Association sunshine proposals for the 2023-24 negotiations.

In accordance with the 2021-2024 Collective Bargaining Agreement between the " District" and "CUCEA" as outlined in Article 1: Agreement, this serves as notification or the intent to enter into negotiations as referenced in the master agreement.

We propose to open and negotiate possible revision to the following articles:

Article 7: Employee Benefits
Article 28: Salaries

If Article 7 and Article 28 are agreed upon CUCEA will vote to ratify their contract and submit to the school board at a future date for acceptance and approval.

Laurie Heaton
School Clerk

Akers School
15783 18th Ave
Lemoore, Ca. 93245
559-998-5707 ext 2372
559-998-7517 (Fax)