



COLD SPRING SCHOOL SITE COUNCIL

AGENDA

November 8, 2017 7:15 AM, Library

- A. Call to Order
- B. Approval of Minutes
- C. Approve School Safety Plan
- D. Discussion of Updates regarding the California Dashboard
- E. Review 2016-2017 Fifth Grade Fitness Results
- F. LCAP Update
- G. School Site Plan Update

NEXT MEETING: December 6, 2017

Distribution: Dr. Amy Alzina, Jean Gradias, Amy Campbell, Lara Wooten, Dr. Conny Santa Cruz, Erin Goligoski, Angela D'Amour, Michelle Nestlerode, Mike Marino, Cynde Boller

California Dashboard & Cold Spring School

Dr. Amy Alzina
Superintendent/Principal
November 13, 2017

What is the California Dashboard?

“The California Dashboard is an online tool designed to help communities across the state access important information about K-12 districts and schools. The Dashboard features easy-to-read reports on multiple measures of school success. The Dashboard is just one step in a series of major shifts in public education, changes that have raised the bar for student learning, transformed testing, and increased the focus on equity.”

-CDE

4 Local Indicators

Parent Engagement (Priority 3)

- A Kindergarten through sixth grade parent survey was administered in the spring 2017 to inform the LCAP as well as the priority goals for the district. The Spring 2017, parent LCAP survey indicated that of the state's eight priority areas, the following top three priorities should be of greatest importance: Pupil Achievement, School Climate and Pupil Engagement.
- The survey results also indicated a strong desire for the district's top three local priorities to be centered around: High Quality Teachers, Small Class Size and Specialist Programs. The parent survey results were then used to inform the following school wide priority goals, professional learning plan, LCAP and budget for the 2017-2018 school year.

School Climate (Priority 6)

- The Cold Spring School created a fifth and sixth grade school climate survey in October 2017 that was used to measure student perceptions of school safety and connectedness. The survey results indicated that 100% of the students feel safe at school. These results can be attributed towards staff conducting monthly emergency drills to ensure all staff and students feel prepared for an emergency situation. In September 2017, it took students and staff five minutes to evacuate the building and account for all persons when a fire drill was conducted.
- The survey results also indicated that 100% of the students feel like teachers and staff care about their success in school. A priority goal for the teachers and staff at Cold Spring School is to ensure all students feel connected to their teacher and staff. CSS maintains a zero expulsion and suspension rate.

10 Indicators of School Success

State Indicators

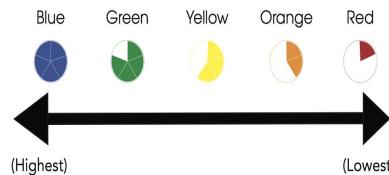
- **SIX** indicators allow for comparisons across schools and districts.

- ★ High School Graduation Rate
- ★ Academic Performance
- ★ Suspension Rate
- ★ English Learner Progress
- ★ Preparation for College/Career
- ★ Chronic Absenteeism

• Based on information collected statewide.

• Results for all districts, all schools, and all defined student groups (e.g., ethnic groups, low income, English learners) with more than 30 students.

- Schools and districts receive **one of five color-coded performance levels** on each of the six state indicators.



- The color and amount that the circle is filled are two ways of showing the performance level. For example, Green will always have four segments filled and Red will always have one segment filled.
- The overall performance level is based on how current performance (status) compares to past performance (change).

Local Indicators

- **FOUR** indicators based on information collected by school districts, county offices of education and charter schools.

★ Basic Conditions

- Teacher qualifications
- Safe and clean buildings
- Textbooks for all students

★ Implementation of Academic Standards

★ School Climate Surveys

★ Parent Involvement and Engagement

- Districts receive **one of three performance levels** on the four local indicators based on whether they have collected and reported local data.

- Met
- Not met
- Not met for two or more years

- School and student group information is not available for local indicators.

4 Local Indicators

Basic Conditions (Priority 1)

- Teacher qualifications - Met
- Safe and clean buildings - Met
- Textbooks for all students - Met

Implementation of Academic Standards (Priority 2)

- Cold Spring School District is committed to continuing the work conducted by its teachers in the preparation of curriculum, design of instructional lessons, and development of engaging delivery of cognitively rich and challenging content that is accessible by all students. The students at CSS continue to perform in the top tier on the CAASPP in both English Language Arts and Mathematics. The high summative test scores can be attributed to teachers using their formative assessment data to monitor and adjust their instruction daily. The superintendent/principal progress monitors with teachers, students and parents to ensure all students make substantial progress toward meeting their quarterly benchmark goals and strive to improve.

4 Reports Provide Custom Views of School Success: Equity Report, Status/Change Report, Detailed Reports and Student Group Report

Equity Report

◆ Shows:

- The performance of all students on the state indicators
- The total number of student groups for each state indicator
- The number of student groups in the Red/Orange performance levels
- Performance on local measures (school district level only)

◆ Allows selection of information by indicator

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	🟡	9	2
English Learner Progress (K-12)	🔵	1	0
Graduation Rate (9-12)	🟡	6	4
College/Career Available Fall 2017. Select for Grade 11 assessment results.	N/A	N/A	
English Language Arts (3-8)	🔵	8	0
Mathematics (3-8)	🟡	8	1
Local Indicators	Ratings		
Basics (Teachers, Instructional Materials, Facilities)	Met		
Implementation of Academic Standards	Not Met		
Parent Engagement	Not Met for Two or More Years		
Local Climate Survey	Met		

Equity Report

Cold Spring Elementary - Santa Barbara County

Enrollment: 151	Socioeconomically Disadvantaged: 1%	English Learners: 2%	Foster Youth: N/A	Grade Span: K-6	Reporting Year: Spring 2017
Charter School: No					
Equity Report	Status and Change Report	Detailed Reports	Student Group Report		
The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.					
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange		
Chronic Absenteeism	N/A	N/A	N/A		
Suspension Rate (K-12)	🔵	1	0		
English Learner Progress (K-12)	N/A	N/A	N/A		
English Language Arts (3-8)	🔵	1	0		
Mathematics (3-8)	🔵	1	0		
Local Indicators	Ratings				
Basics (Teachers, Instructional Materials, Facilities)	Met				
Implementation of Academic Standards	Not Met				
Parent Engagement	Not Met for Two or More Years				
Local Climate Survey	Met				
Select any of the underlined local indicators to see the local data for those with a met rating.					
Local Indicators	Ratings				
Basics (Teachers, Instructional Materials, Facilities)	N/A				
Implementation of Academic Standards	N/A				
Parent Engagement	N/A				
Local Climate Survey	N/A				
Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)					
An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.					

4 Reports Provide Custom Views of School Success: Equity Report, Status/Change Report, Detailed Reports and Student Group Report

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 22%	Increased +0.1%
English Learner Progress (K-12)		Very High 90.2%	Increased +2.7%
Graduation Rate (9-12)		High 93.1%	Declined -1.5%
College/Career	N/A	N/A	
Available Fall 2017. Select for Grade 11 assessment results.			
English Language Arts (3-8)		Very High 49 points below level 3	Maintained +6.2 points
Mathematics (3-8)		High 31 points above level 3	Increased +6.5 points

Status/Change Report

- Shows for each state indicator:
- All student performance
- Status (Current Performance)
- Change (Difference from Past Performance)

Status and Change Report

Cold Spring Elementary - Santa Barbara County

Enrollment: 151 Socioeconomically Disadvantaged: 1% English Learners: 2% Foster Youth: N/A Grade Span: K-6 Reporting Year: Spring 2017

Charter School: No

[Equity Report](#) [Status and Change Report](#) [Detailed Reports](#) [Student Group Report](#)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Learner Progress (K-12)		N/A	N/A
English Language Arts (3-8)		Very High 91 points above level 3	Increased +13.6 points
Mathematics (3-8)		Very High 64.4 points above level 3	Maintained +3.8 points

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

4 Reports Provide Custom Views of School Success: Equity Report, Status/Change Report, Detailed Reports and Student Group Report

Detailed Reports

- ◆ Shows information about performance over time on state indicators
- ◆ Shows the locally collected performance information on the local indicators
- ◆ Organized into three categories:
 - Academic Performance
 - School Conditions and Climate
 - Academic Engagement

Detailed Report

Cold Spring Elementary - Santa Barbara County

Enrollment: 151 Socioeconomically Disadvantaged: 1% English Learners: 2% Foster Youth: N/A Grade Span: K-6

Charter School: No Reporting Year: Spring 2017

[Equity Report](#) [Status and Change Report](#) [Detailed Reports](#) [Student Group Report](#)

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

Academic Performance	School Conditions and Climate	Academic Engagement	
State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		N/A	N/A
English Language Arts (3-8)	(Blue)	Very High 91 points above level 3	Increased +13.6 points
Mathematics (3-8)	(Blue)	Very High 64.4 points above level 3	Maintained +3.8 points

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	N/A
Implementation of Academic Standards	N/A

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

4 Reports Provide Custom Views of School Success: Equity Report, Status/Change Report, Detailed Reports and Student Group Report

Student Group Report

- Shows the performance of all students and each student group on the state indicators
- Allows selection of student groups by performance level
 - Blue/Green (i.e., meeting standards)
 - Yellow
 - Red/Orange

Student Group Report

Cold Spring Elementary - Santa Barbara County

Enrollment: 151 Socioeconomically Disadvantaged: 1% English Learners: 2% Foster Youth: N/A Grade Span: K-6

Reporting Spring 2017

Year:

Charter School: No

[Equity Report](#) [Status and Change Report](#) [Detailed Reports](#) [Student Group Report](#)

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	●	*	N/A	N/A	*	*	*	*	*	*	*	*	*	●
English Learner Progress (K-12)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)	●	*	N/A	N/A	*	*	*	*	*	*	*	*	*	●
Mathematics (3-8)	●	*	N/A	N/A	*	*	*	*	*	*	*	*	*	●

Performance Levels: ● Blue (Highest) ● Green ● Yellow ● Orange ● Red (Lowest)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

www.caschooldashboard.org

The screenshot shows the homepage of the California School Dashboard. At the top, there is a light blue header bar with the website's URL, "www.caschooldashboard.org", in white text. Below this is a dark blue navigation bar containing the "California School DASHBOARD" logo, the California Department of Education seal, and links for Home, FAQ, Resources, Glossary, Translate, and Search.

California School Dashboard

See how districts and schools are performing on test scores, graduation rates and other measures of student success.

Enter a portion of a school name, district name, or county office of education, and then select the Search button to obtain a list of results.

Search for School, District or County Office of Education Search

Getting started: Take 2 minutes and learn about what you'll see.

Fast Start Guide Video Tutorial Getting to Know the Dashboard

The Dashboard is being field tested before full implementation in fall 2017. Upcoming Dashboard features will include: a mobile design for smartphone and tablet users; printer-friendly PDFs; and a revised search function. Other changes will be made over time based on user feedback. Reports included in the field test are based on the latest state data available as of fall 2016. Read our Data Reference Guides for the [spring 2017](#) field test and [fall 2017](#) Dashboard releases to learn more. Future versions of the Dashboard will be published annually each fall and will incorporate the most recent available data.

Dashboard Timeline for Fall 2017 Release

Early Nov. 2017:

LEA Private Preview of State
Indicators (Rolling weekly release)

Week of Nov. 27, 2017:

Tentative Public Dashboard Release

Dec. 1, 2017:

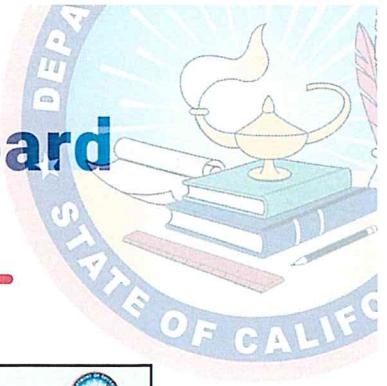
Deadline for entering Local
Indicators

Resources

- [California Dashboard Video](#)
- [Parent Information Guide](#)
- [One Pager](#)

Thank you!

California School Dashboard Reference Guide



General information about the school district or school

Report description

List of state indicators

Overall performance category

List of local indicators

Additional information and context provided by the district

Report navigation toolbar

Lists the number of student groups with information for each indicator

Lists the number of student groups receiving a red or orange on the state indicator

Information for local indicators

Performance level key

Notes about information shown in this report

The California School Dashboard is a web-based platform designed to provide transparency and accountability for K-12 education. It offers a comprehensive look at student performance across various indicators, including state and local metrics, and allows users to track progress over time.

The dashboard includes a navigation toolbar with links to Home, Logout, and a search function. It also features a reporting year selector set to Spring 2017.

The main content area displays the Equity Report for the West Chavez Unified School District - San Joaquin County. Key statistics include:

- Enrollment: 4,150
- Socioeconomically Disadvantaged: 10%
- English Learners: 5%
- Foster Youth: N/A
- Grade span: K-12
- Reporting Year: Spring 2017

The report highlights the following state indicators:

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	Yellow	9	2
English Learner Progress (K-12)	Blue	1	0
Graduation Rate (9-12)	Yellow	6	4
College/Career Available Fall 2017. Select for Grade 11 assessment results.	N/A	N/A	N/A
English Language Arts (3-8)	Blue	8	0
Mathematics (3-8)	Green	8	1

The local indicators section shows:

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Not Met
Parent Engagement	Not Met for Two or More Years
Local Climate Survey	Met

A legend indicates the performance levels: Blue (Highest), Green, Yellow, Orange, and Red (Lowest).

Notes at the bottom of the page mention optional narrative summaries and a note about asterisks (*).

Note: The data reported for some state indicators are from prior years.

California Department of Education
March 2017



Parent Guide to the California School Dashboard

What Is the California School Dashboard?

The California School Dashboard (or the Dashboard) is an **online tool** that shows parents and communities how schools and districts are performing on test scores, graduation rates, and other measures of student success. These multiple measures of success reflect California's new accountability system, which is based on the ten priority areas of the Local Control Funding Formula (LCFF) available at <http://www.cde.ca.gov/fq/aa/lc/lcffoverview.asp>.

What Are the Measures of School Success?

California uses certain measures, or **indicators**, to look at how districts, schools, and student groups (such as English learners and low-income students) are performing and where they need to improve.

State Indicators

State indicators, based on information collected statewide, allow parents to compare schools and districts across California.

There are **six** state indicators:

Six State Indicators
1. Chronic Absenteeism
2. Suspension Rate (for grades K–12)
3. English Learner Progress (for grades 1–12)
4. Graduation Rate (for high school only)
5. College/Career (for high school only)
6. Academic (for grades 3–8 only) <ul style="list-style-type: none">• English language arts/literacy (ELA)• Mathematics

Note: You can learn more about each of these indicators in Appendix A: What More Should We Know about the State Indicators?

Local Indicators

While state indicators are based on information collected statewide, local indicators are based on information collected by districts. These indicators include basic conditions (teacher qualifications, safe and clean buildings, and textbooks for all students); implementation of academic standards; school climate surveys; and parent involvement and engagement.

How Is Performance Measured?

Performance on the state indicators is measured by looking at **Status** and **Change**.

Status is based on the **current year of data**. For each indicator, there are **five** Status levels:

Five Status Levels
Very High
High
Medium
Low
Very Low

Change is found by comparing current year results (**Status**) and results from the prior year (or, in some cases, an average of years):

$$\text{Current Year Results (Status)} \text{ minus } \text{Prior Year Results} = \text{Change}$$

For each indicator, there are **five** Change levels:

Five Change Levels
Increased Significantly
Increased
Maintained
Declined
Declined Significantly

Based on both the Status and Change, a **performance level** is given.

What Are Performance Levels?

Schools and districts receive **one of five performance levels** on each state indicator. Each performance level is identified by a different **color**:

Performance Levels	
Blue (Highest Performance)	
Green	
Yellow	
Orange	
Red (Lowest Performance)	

How Is Performance Determined Using the Five-by-Five Tables?

The combination of the five Status levels and the five Change levels results in **25 boxes**, which are displayed in a **five-by-five colored table**. The performance level (color) is the point where the Status level and Change level meet.

Example: A school with a “Medium” status level for graduation and an “Increase” in change will receive an overall performance level of **Green**.

STATUS → **CHANGE** ↓

Graduation Status	Graduation Change					
	Level	Declined Significantly by greater than 5.0%	Declined by 1.0% to 5.0%	Maintained Declined or increased by less than 1.0%	Increased by 1.0% to less than 5.0%	Increased Significantly by 5.0% or greater
Very High 95.0% or greater	N/A	Blue	Blue	Blue	Blue	Blue
High 90.0% to less than 95.0%	Orange	Yellow	Green	Green	Blue	Blue
Medium 85.0% to less than 90.0%	Orange	Orange	Yellow	Green	Green	Green
Low 87.0% to less than 85.0%	Red	Orange	Orange	Yellow	Yellow	Yellow
Very Low Less than 87.0%	Red	Red	Red	Red	Red	Red

How to Find a School or District on the Five-by-Five Placement Reports

To find a school or district on the CDE California Model Five-by-Five Placement Reports & Data Web page: <http://www6.cde.ca.gov/californiamodel/>.

1. Type part of the name of the school or district and click the “Search” button. (If you don’t know the name of the school, you may select from the Search Results menu.)
 1. Choose a state indicator.

Let's look again at the Five-by-Five Table for the **Graduation Rate Indicator**.

		Graduation Performance Categories					
		Graduation Change					
Graduation Status	Level	Declined Significantly by greater than 5.0%	Declined by 1.0% to 5.0%	Maintained Declined or increased by less than 1.0%	Increased by 1.0% to less than 5.0%	Increased Significantly by 5.0% or greater	
	Very High 95.0% or greater	N/A	Blue	Blue	Blue	Blue	
	High 90.0% to less than 95.0%	Orange	Yellow	Green	Green	Blue	
	Medium 85.0% to less than 90.0%	Orange	Orange	Yellow	Green	Green	
	Low 67.0% to less than 85.0%	Red	Orange	Orange	Yellow	Yellow	
	Very Low Less than 67.0%	Red	Red	Red	Red	Red	

In this example, notice that:

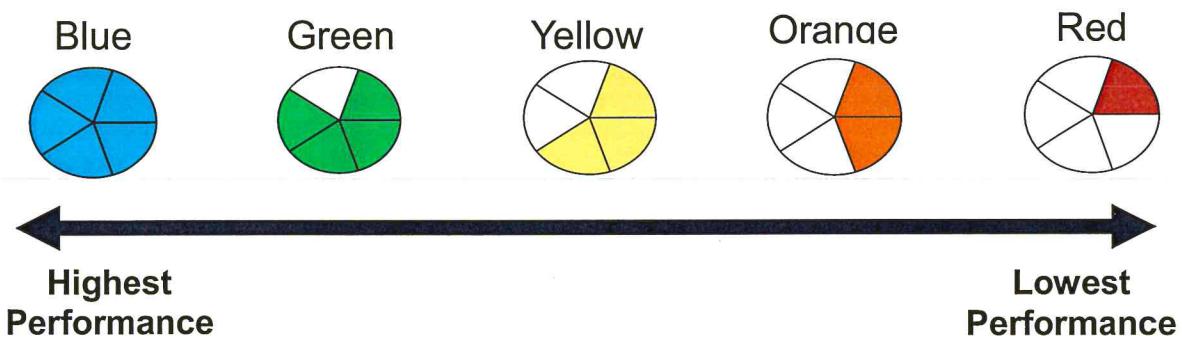
- A very high graduation rate is 95.0 percent or greater.
- A very low graduation rate is less than 67.0 percent.
- Increasing by more than 5.0 percent is considered significant positive change (increased significantly).
- Decreasing by more than 5.0 percent is considered significant negative change (declined significantly).
- A district or school with a “Very High” Status level and a Change level of “Maintained” (declined or increased by less than 1.0 percent) will have an overall performance level of **Blue**.

How Is Performance Reported on the Dashboard?

The Dashboard provides four different kinds of reports:



On the Dashboard reports, the performance levels appear as **circles** that are partially or fully filled in by a color.



The color and amount that the circle is filled are two ways of showing the performance level. For example, **Green** will always have four segments filled and **Red** will always have one segment filled.

How to Find a School or District on the Dashboard

To find a school or district on the CDE California School Dashboard Web page:
<https://www.caschooldashboard.org/#Home>.

2. **Type part of the name** of the school or district and click the “**Search**” button. (If you don’t know the name of the school, go to the district Dashboard report and select from the [List of all schools in this district](#).)
 3. **Choose** the report that you wish to review.

Equity Report

The first report that appears is the **Equity Report**. This report shows:

- The performance levels (or colors) for all students on the state indicators.
 - The total number of student groups that received a performance level (or color).
 - The total number of student groups that received an **Orange** and/or **Red** color (the two lowest performance levels).

A sample Equity Report appears below.

[Equity Report](#)

[Status and Change Report](#)

[Detailed Reports](#)

[Student Group Report](#)

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		9	2
English Learner Progress (K-12)		1	0
Graduation Rate (9-12)		6	4
College/Career Available Fall 2017. Select for Grade 11 assessment results.		N/A	N/A
English Language Arts (3-8)		8	0
Mathematics (3-8)		8	1

Let's look at how this school performed on the **Suspension Rate Indicator**. (This is the second state indicator on the Equity Report.)

- Notice that the overall performance **for all students** is **Yellow**. This means that improvement is needed on this indicator.
- We can also see a total of **nine** student groups received a performance level (or color) for the Suspension Rate Indicator and that **two** of the student groups received an **Orange** or **Red** color, which are the **two lowest performance levels**.

Status and Change Report

Another important report is the **Status and Change Report**. It shows how students performed in the current year and whether they improved over the past year (or years). Here is an example of Status and Change Report:

Equity Report	Status and Change Report	Detailed Reports	Student Group Report																																
The status and change report provides the performance level for all students on all state indicators and identifies the status for the current year and change relative to the prior year for each state indicator.																																			
<table><thead><tr><th>State Indicators</th><th>All Students Performance</th><th>Status</th><th>Change</th></tr></thead><tbody><tr><td>Chronic Absenteeism</td><td>N/A</td><td>N/A</td><td>N/A</td></tr><tr><td>Suspension Rate (K-12)</td><td></td><td>Low 2.2%</td><td>Increased +0.3%</td></tr><tr><td>English Learner Progress (K-12)</td><td></td><td>Very High 90.2%</td><td>Increased +2.7%</td></tr><tr><td>Graduation Rate (9-12)</td><td></td><td>High 93.1%</td><td>Declined -1.5%</td></tr><tr><td>College/Career <small>Available Fall 2017. Select for Grade 11 assessment results.</small></td><td></td><td>N/A</td><td>N/A</td></tr><tr><td>English Language Arts (3-8)</td><td></td><td>Very High 49 points below level 3</td><td>Maintained +6.2 points</td></tr><tr><td>Mathematics (3-8)</td><td></td><td>High 31 points above level 3</td><td>Increased +6.5 points</td></tr></tbody></table>				State Indicators	All Students Performance	Status	Change	Chronic Absenteeism	N/A	N/A	N/A	Suspension Rate (K-12)		Low 2.2%	Increased +0.3%	English Learner Progress (K-12)		Very High 90.2%	Increased +2.7%	Graduation Rate (9-12)		High 93.1%	Declined -1.5%	College/Career <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A	English Language Arts (3-8)		Very High 49 points below level 3	Maintained +6.2 points	Mathematics (3-8)		High 31 points above level 3	Increased +6.5 points
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Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

Let's look at how this high school performed on the **Graduation Rate Indicator**. (This is the fourth State Indicator on the report.)

- The overall performance level for **all students** is **Yellow**. This means that improvement is needed on this indicator.
- The Status level is high (93.1 percent), yet the school's graduate rate has declined by 1.5% over the past year, as shown under the Change column.

Appendix A: What More Should We Know About the State Indicators

Now let's look at each of the State Indicators in more detail.

1. Chronic Absenteeism Indicator

Based on the Local Control Funding Formula (LCFF) guidelines, students who miss more than 10 percent of the academic year are deemed chronically absent. Although the State Board of Education (SBE) adopted chronic absenteeism as a state indicator, the calculation method has not yet been approved. The California Department of Education (CDE) anticipates a decision will be made at the November SBE meeting.

2. Suspension Rate Indicator

This indicator is based on the number of students who were suspended anytime during the school year.

Unlike the other indicators, where a high status and a significant increase is the goal, the suspension rate should be low. It means that fewer students are being suspended. Therefore, a low status level and a significant decline in suspension is good news for a school or district!

3. English Learner Progress Indicator

This indicator is based on the number of English learners (ELs) and long-term ELs who made progress on the California English Language Development Test (CELDT) or who were reclassified as English proficient.

4. Graduation Rate Indicator

This indicator applies only to schools and districts that serve high school students and is based on the number of students who graduate with a regular high school diploma in four years. Students who earn a Special Education Certificate of Completion or a general equivalency diploma are not counted.

5. College/Career Indicator

Like the Graduation Rate Indicator, this College/Career Indicator (CCI) applies only to schools and districts that serve high school students **and** is based on the percentage of

students who are **prepared** for college or career when they graduate from high school. To learn about all of the measures used to determine if students are prepared, please see the CDE College/Career Indicator Web page available at:
<http://www.cde.ca.gov/ta/ac/cm/cci.asp>.

6. Academic Indicator: English Language Arts/Literacy and Mathematics

This indicator is based on performance on the Smarter Balanced Summative Assessments for English Language Arts/Literacy (ELA) and mathematics for students in grades three through eight and how far the average student is from meeting the standard. While performance on these assessments is determined by the overall scale score, the Academic Indicator is a measure of how far the average student is from **meeting the standard** in ELA and mathematics. Thus, the Status and Change for this indicator are based on the average “Distance from Level 3” (or average distance from the “Standard Met” achievement level) in the current and prior years. (Grade eleven results are not used in the Academic Indicator. They will be reported in the CCI.)

COMPREHENSIVE SCHOOL SAFETY PLAN

COLD SPRING SCHOOL DISTRICT

**Reviewed and Revised
October, 2017**

**Board of Trustees
Dr. Amy Alzina, Superintendent/Principal**

Cold Spring School Site Disaster Plan

Earthquake/Building Fire Procedures

All district personnel must make arrangements regarding their own families and home. In an emergency, all personnel are to complete their assigned duties and remain until properly relieved by their site administrator.

In the absence of any one of the following employees, the Incident Commander will designate available personnel to assume his/her duties. The duties of the staff are listed below. Instructional assistants will help in the Student Assembly Area unless assigned elsewhere.

Responsibilities	Location/Actions
Incident Commander: -Team Leader: Amy Alzina -Alternate: Jason Oatis	Gazebo Coordinate all activities Contact for media and OES
Custodial/Facility and Search & Rescue -Team Leader: Augustine Rada Area 2(Primary / office) Justin Pierce – Christian Garfield Area 1(Upper / Aud) Augustine Rada (Lindsay Stark) Alternate: Sarah DiSalvo	Evaluate facility CHANNEL 1 Gas, electrical, water shut off as needed. Report status to Incident Commander Conduct search and rescue Joel Orr takes cones out (alternate: Jason Oatis)
Transport Team: Amber, Rebekah Prato, Joel Orr, Fred, Christian, Justin, Lindsay, Augustine, Jason	Justin Pierce gets emergency barrel
Command Center: -Team Leader: Coral Godlis Sarah DiSalvo Michelle Gross Jason Oatis Misha Lewis (alt.Amber O'Neill)	Gazebo Staff Attendance and scribe Communication to Search & Rescue Communication to Assembly / Attendance External Communication MERRAG radio Communication to first aid
First Aid Team: -Team Leader: Amy Campbell (alt Maria Santa Cruz) -Log Keeper/Communications: Jean Gradias -Triage (I, L ,D):, Johanna Thorpe, Adriana Rey-Dovgin -Open Emergency Container: Amy or Maria	Location: blacktop outside room 15 CH 4 Take master roll sheets, health condition Remove supplies and set up area Evaluation into "immediate" or "later"
Emergency Assembly Area Team: Team Leader: Linda Edwards (alt Stephanie Carey) Lisa Ishikawa, Mari Callahan, Kelly Orwig, , Lara Wooten, Stephanie Carey, All instructional aides	Evacuate to BB courts CHANNEL 6 Collect roll sheets from each teacher Put name tags on all students Report missing students to Command Cntr Move students to upper field
Parent Communication/Reunification: Students are released by the classroom teachers at the Emergency Assembly Area	Hold students until all clear or release Use classroom release forms ONLY release students to names on list

Cold Spring School Site Disaster Plan

Buddy Teachers

Visually check to see if buddy or class next door exits the building. Teachers assigned to the Emergency Assembly Area should assume responsibility for their buddy classes. All teachers should make sure their classes have been removed to the Emergency Assembly Area before reporting to their team assignment areas. Each teacher needs to complete the inventory form indicating injured or missing students. The form should be taken directly to the Emergency Assembly Area by the teacher or the buddy teacher. These forms will be collected by the Emergency Assembly Team Leader and sent to the Command Center by a 6th grade runner.

Mari Callahan	Lisa Ishikawa	Stephanie Carey
Johanna Thorpe	Amy Campbell	
Linda Edwards	Lara Wooten / Kelly Orwig	Amber O'Neill
Justin Pierce	Rebecca Gonzales	Jean Gradias
Misha Lewis	Office Staff	Resource Room
Sarah DiSalvo	Christian Garfield	
SDC	Dolphin / Coach	
Office Staff	Maria / Adriana	Resource Room

Class Coverage at Assembly Area

Teachers moving to other assignments give backpacks to supervising teachers.

<u>Grade</u>	<u>Teacher</u>	<u>Instructional Assistant</u>	<u>Supervise Class or Grade Dismissal</u>
K	Lisa Ishikawa	Heather Shennum	Lisa Ishikawa
1	Stephanie Carey	Janine Dallow	Stephanie Carey
1	Mari Callahan	Susie Friedenberg	
2	Johanna Thorpe	Susan Iwanaga	Mari Callahan
2	Amy Campbell	Joann Fox	
3	Rebecca Gonzales	Christina Rogers	
4	Kelly Orwig / Lara Wooten	Joel Orr	Orwig / Wooten

5	Linda Edwards to Assembly Leader	Roxana Williams	Linda Edwards
6	Justin Pierce go to Search and Rescue	Lindsay Stark	
STEAM	Jean Gradias go to First Aid		Rebecca Gonzales

Cold Spring School Site Disaster Plan

Wildfire Procedures

CSS staff will initiate this plan upon notification or observation of a wildfire in the CSS area that is a possible threat to the school.

Begin emergency procedures:

- Establish a command center in the office
- During class time: Notify classrooms through intercom to "Shelter in Place"
- (If there is no electrical power, office staff will go directly to classrooms.)
- During recess: set off the fire alarm for students and staff to lockdown and wait for announcement to "Evacuate to the Assembly Area."
- Staff members begin wildfire plan responsibilities

Responsibilities	Location/Actions
Incident Commander: -Team Leader: Amy Alzina -Alternate: Jason Oatis	Office Coordinate all activities
Command Center: Coral Godlis	Office Outside Communication – answer the phone, listen to emergency radio broadcasts
Jason Oatis	Communication to MERRAG & Westmont May need to be on playground or parking lot
Michelle Gross Sarah DiSalvo	Communication to classrooms Communicate to Search and Rescue, Channel 1 ALL WALKIE TALKIES ON CHANNEL "2"
Custodial/Facility and Search & Rescue -Team Leader: Augustine Rada	Exterior area of facilities 1. Move emergency supplies from shed to auditorium
Area 2(Primary /office) Christian Garfield Area 1(Upper /and) Augustine Rada Alternate: Afternoon Custodian	2. Gas, electrical shut off as needed. 3. Set up fire extinguishers & hose stations 4. Report status to Incident Commander 5. Direct parents to classrooms for student release 6. Conduct search and rescue as needed
First Aid Team: -Team Leader: Amy Campbell -Log Keeper/Communications: Amy Campbell -Triage (I, L ,D): Amber O'Neill, Mari Callahan	Location: on stage Take master roll sheets, health condition Remove supplies and set up area Evaluation into "immediate" or "later"
Classrooms for Shelter in Place Classroom teachers Instructional assistants Specialists – report to library	Permanent Classrooms – move from portables Take student attendance Report missing students to Command Cntr Prepare classrooms Prepare for student release SEE REVERSE SIDE

CLASSROOM PROCEDURES FOR WILDFIRE

- Students / staff in **Room 12** return to regular classroom.
- Students / staff in **Room 15**, return to regular classroom.
- Students and staff in **Room 1 (Dolphin Center)** return to regular classroom.
- Students in **music, library, reading, SDC, RSP, speech** return to classrooms.

Rooms 1, 2, 3	Rooms 4, 5, 6, 7	Rooms K, 8-11, Music
Take attendance for students and staff assigned to your classroom. Put on student name tags.	Take attendance for students and staff assigned to your classroom. Put on student name tags.	Take attendance for students and staff assigned to your classroom. Put on student name tags.
Notify command center of students / staff missing	Notify command center of students / staff missing	Notify command center of students / staff missing
		Shut off exhaust fan
Close windows and doors	Close windows and doors	Close windows and doors
Turn off heater to "Off"	Rooms 5 & 7 turn controller to off – 4 & 6 do nothing	Push control button to "System Off"
Get our emergency binder from backpack	Get our emergency binder from backpack	Get our emergency binder from backpack
Set up student release system – parents / guardians must sign students out!	Set up student release system – parents / guardians must sign students out!	Set up student release system – parents / guardians must sign students out!
Comfort students – reassure	Comfort students – reassure	Comfort students – reassure
Refer to Medical Conditions list for students with asthma & the location of meds	Refer to Medical Conditions list for students with asthma & the location of meds	Refer to Medical Conditions list for students with asthma & the location of meds

Steps for students with breathing problems or asthma

1. comfort / reassure / relax – maintain in sitting position.
2. locate inhaler
3. administer medication as needed
4. call 911 if breathing problem increases

Evacuation from School

If notified to evacuate by local authorities, the Superintendent / Principal will notify the staff to evacuate to Calvary Chapel Santa Barbara (1 North Calle Cesar Chavez – 730-1400).

MTD busses may be available to transport students and staff.

Otherwise, teachers, staff, and available parents will drive students to the evacuation site.

All staff take their emergency backpack and binder. Students should wear name tags.

Once evacuation procedures begin, all students must be transported to the evacuation site. Students cannot be taken directly home.

At the evacuation site, classes will reassemble in a designated area and the student release system will start again.

Cold Spring School Site Disaster Plan

Augustine Rada and Christian Garfield and other staff conduct sweep of all buildings and secure school.

CONTENTS OF THE CLASSROOM EMERGENCY BACKPACK

Individual Classroom Folder (Red Folder)

- Classroom Evacuation Route
- Class List/Name tags
- Emergency Release Form
- Site Disaster/Emergency Plan

First Aid Kit

Antiseptic Wash

Whistle

Flashlights

Small Survival Water

Emergency Blanket

Small Saline eye Wash

Large Bandage

Feminine Napkins

Zip Lock Bag For Waste

Student Activities

Two orange vests (for teacher and instructional aide)

Pencil and Paper

Personal Items (optional)

- Additional clothes/shoes (for warmth and comfort)
- 2-3 day supply of medications

CONTENTS OF EMERGENCY RESPONSE KIT

Three plastic kits located in Principal's office, Emergency Shed, at SB Sheriff's Office

Red Binder

- Master Student List
- Master Employee List
- Emergency Phone Tree
- Student Health Condition List
- After school program schedule and student list
- Maps of Utility Shut-off
- Evacuation Routes/Emergency Assembly Area
- School Map (Blueprint)
- Montecito area map

Responsibilities

COMMAND CENTER

Incident Commander

1. Initiate school site emergency plans.
2. Inspect pupils/site to determine immediate needs. Communicate with team leaders and custodian.
3. Report condition of pupils/site(s) to MERRAG, County Schools, Parents
4. Secure all pupil records.

Custodial

1. Shuts off all utilities as needed.
2. Puts out fires if necessary.
3. Surveys and reports all damage to the principal.
4. Assists the principal in performing other duties as assigned.

Command Center Team Leader

1. Staff the phones and / or emergency communications equipment.
2. Readies pupil records for removal.
3. Initiates emergency calls. (911)
4. Organizes parent volunteers for school assistance.
5. Keeps logs of activities and written reports. (see log format)

Team

1. Coordinates communication of all teams.
2. Relays/receives messages. Determines if additional help is needed.
3. Reports back to Incident Commander.
4. Communicates with outside emergency assistance.
5. Assigns staff to new areas as needed.
6. Keeps a log-times, volunteers, equipment usage

OPERATIONS TEAMS

First Aid Team

1. Takes its direction from the school nurse if she is on-site.
2. Sets up first aid station for the care of injured pupils/personnel in the first aid area (outdoor lunch area).
3. Reports physical condition of pupils / personnel to Incident Commander.
4. Determines need for additional medical help, including hospitalization.
5. Keeps a written record of injury treatment, time of treatment and names of those treated.

Search and Rescue Team

1. Report to Preparedness Container. Get hard hats and Search and Rescue bags.
2. Teams conduct a sweep of their half of the site. Mark areas as safe or unsafe with tape. Check for fire, gas and water leaks, electrical hazards and structural damage. Determine safest routes through campus.
3. Mark doors with duct tape indicating clear areas. Report back to custodial team and Incident Commander safety hazards and safe areas.
4. Put out small fires with fire extinguishers located throughout the school.
5. Search for trapped, or injured persons as directed by the team leaders. Report findings to Command Center.

Emergency Assembly Area Team/Reunification

1. Team leader reports to the Command Center the roll count including the names of missing students for each class.
2. Students are relocated to areas determined as safe and appropriate for long-term shelter.
3. Act as caretakers of the students.
4. Comfort students. Care for small cuts and bruises. Supervise games or activities of students.
5. Records times of parent contacts and releases to parents on the classroom Emergency List.

Cold Spring School Site Disaster Plan

Buddy Teachers

1. Take roll. Indicate injured or missing students on Name Tag sheet. The form is taken directly to the Emergency Assembly Area by the teacher or the buddy teacher.
2. When leaving classroom, visually check to see if buddy or class next door exits the building.
3. Teachers assigned to the Emergency Assembly Area should assume responsibility for their buddy classes.
4. All teachers should make sure their classes have been removed to the Emergency Assembly Area before reporting to their team assignment areas.
5. Forms are collected by the Emergency Assembly Team Leader and sent to the Command Center by a runner.

All Staff

1. Direct pupils to carry out emergency actions.
2. Render immediate first aid.
3. Assist buddy teacher/other teachers as needed.
4. Restore order.
5. Report condition of pupils/site to the team leaders/Incident Commander.
6. Take roll; keep track of children as they are released and records with whom they leave the site.
7. Supervise children at all times until relieved of responsibilities by the Incident Commander.

General Procedures

Building Fire

1. At the sound of the alarm, students and staff follow lockdown procedures. When the announcement comes over the intercom, "Evacuate to Assembly Area," students line up at the door and proceed in an orderly, quiet fashion to assembly area on the primary basketball courts. Students are to remain at this location under the supervision of their teachers until further instructions (911 should be called).
2. Teachers insure that all students evacuate the building safely and take attendance. Report any missing students to the incident commander immediately.
3. For drill purposes, all fire drills will start as lockdown drills. The signal to lock down will be the fire alarm. Students and staff will go into lockdown mode when they hear the alarm (see page 11). Incident commander will announce over intercom to "Evacuate to the assembly area," moving into a fire drill. Students will then line up and proceed to assembly area.

Earthquakes

Students Inside Building:

1. The teacher, or other person of authority, implements the action by saying, "DUCK, COVER AND HOLD." Students and others in the room immediately drop to their knees under furniture with backs to the windows, if possible. One or both hands should be placed over the head with arms over ears; lay forehead on knees and keep eyes closed. One or both hands should be used to hold the desk legs in order to keep the furniture from shifting. Students remain in one of these positions until the teacher gives the next instruction. (See Site Disaster Plan)
2. After the tremor stops and there is no danger from falling objects, the teacher moves children from any room hazards, e.g., windows, heavy, suspended light fixtures, and bookcases. As soon as possible the teacher supervises the orderly removal of students from the building to the designated evacuation area, edge of the first basketball court at the west end of the playground.
3. Teachers must account for all students under their supervision by taking roll.
4. After roll calls have been taken, all staff reports to assigned areas to carry out their respective tasks.

Students Outside Buildings:

1. At the first sign of a tremor, students and personnel must move away from the buildings, trees, and utility wires to the grade level designated areas.
2. Teachers join their students as soon as possible to take roll and then to report to their designated areas to complete their tasks.

Cold Spring School Site Disaster Plan

Wildfire:

In the event of wildfire in the vicinity of Cold Spring School, the school staff and students will initiate the following procedures:

The superintendent/principal will establish an emergency command center in the Office. All communication systems will be initiated – on site walkie-talkie system and MERRAG radio. Evacuation procedures/materials will be readied and on stand-by. Local media will be monitored.

Staff and students will be notified to take “shelter-in-place.” “Shelter-in-place” requires students and staff to remain indoors with windows and doors closed. All students working with specialists will return to their assigned classrooms. Students and staff working in the portable classrooms will move to another location in the school. Students will not be excused to restrooms without adult escort.

Parents coming on campus to pick up students will go directly to their children’s classrooms. Students will be released to parents at the students’ classrooms. Teachers will sign-out each student on the Emergency Release Form. Students will be released only to adults listed on the students’ Emergency Release Cards.

COLD SPRING SCHOOL WILL EVACUATE THE SCHOOL ONLY IF DIRECTED BY LOCAL AUTHORITIES. In most cases, the Montecito Fire Department has advised us to “shelter-in-place,” even if flames are present on the school campus. Students are considered safer in the protection of the school’s buildings, than evacuating by foot. If advised by the local authorities to evacuate, the Cold Spring staff will take whatever steps are necessary to evacuate the school using staff vehicles and vans or buses provided by local agencies.

Relocation Plans:

If Cold Spring School students and staff are ordered or advised to evacuate the school by local authorities, the following procedures will be implemented.

The superintendent/principal will communicate the plan to evacuate the school to the staff and identify the relocation site.

**Calvary Chapel Santa Barbara
1 North Calle Cesar Chavez**

Students will stay together with their class and walk to the parking lot. The teachers will record the students’ names and the vehicle they enter.

Students entering vehicles during an all-school evacuation must proceed to the predetermined relocation site. Students are not to be released to their parents until the students are checked in at the relocation site.

Cold Spring School Site Disaster Plan

When classes have reached the relocation area, they will be supervised until the all clear to return to campus has been given. Teachers will take class emergency lists to the relocation site and take attendance.

If the decision is made to release students to their families, emergency release procedures will be in effect. News media will be notified that students are being released to their families and the site location. Students will be released to adults listed on the emergency card only. Adults taking the students will sign next to the students' name on the class list.

Lockdown:

In the event of an intruder(s) who poses a danger to the school, a lockdown signal shall be used to alert employees. The signal will be the fire alarm.

When staff members hear the alarm they will keep their students in the classroom. If students are outdoors, they should go to the classroom or other closest safe area for lockdown. While in the lockdown situation, students should be directed to stay away from windows and use a duck and cover position. They should remain in lockdown until staff member comes to the classroom to unlock the door and announce that all is clear. (See page 9, "Building Fire," #3).

Relocation Plans:

Two escape route action plans can be implemented if the school site must be evacuated. The staff should be given the signal, "Take your class to Relocation Area #1 (or #2). Staff members will escort their classes to the designated area and supervise them in the same manner as a fire or earthquake drill.

Relocation Route #1 -- Montecito Covenant Church

Students exit school through the Cold Spring Road parking lot gate. They will walk along the sidewalk to the end of the parking lot and walk along Cold Spring Road to the Church. Students and staff will assemble by class in the same manner as a fire drill.

Relocation Route #2 --Westmont Track.

Students will exit school through the Stoddard Lane gate. They will walk down Paso Robles Drive to Chelham Way and use the walkway to enter Westmont. Students and staff will assemble by class in the same manner as a fire drill.

When classes have reached the relocation area, they will be supervised until the all clear to return to campus has been given. Teachers will take class emergency lists to the relocation site and take attendance.

If the decision is made to release students to their families, emergency release procedures will be in effect. News media will be notified that students are being released to their families and the site location. Students will be released to adults

Cold Spring School Site Disaster Plan

listed on the emergency card only. Adults taking the students will sign next to the students' name on the class list.

Bomb Threats

1. Evacuate buildings according to fire drill plans
2. The Incident Commander contacts the Sheriff's Department.
3. Staff and students remain clear of the buildings until local authorities determine the next step.

Explosion

Follow procedures for earthquakes.

Nuclear Attack

Follow procedures outlined under "Earthquakes" with the exception of leaving the building. If buildings remain intact, remain inside until further directions are given. It is important to remain in a protective position through both the explosion, heat wave (5-15 seconds after the explosion) and blast wave (15-60 seconds after the explosion).

Chemical Accident

Warning of a chemical accident is usually received from the fire or police department or from civil defense authorities when such accidents occur sufficiently near a school to be a threat to student and personal safety.

1. The superintendent/principal makes the decision to evacuate the school site if any immediate decision is necessary. In making this decision, the toxicity, volatility, flammability and potential explosive behavior of the chemical must be considered.
2. Students and staff evacuate the site walking crosswind and never directly with or against the wind carrying the fumes.

Severe Windstorm

Warning of a windstorm is usually received via radio, television or civil defense officials. If time permits, parents may be contacted and children sent home or picked up at school. However, if high winds develop without sufficient warning:

1. Assemble students in buildings, against an inside wall.
2. Close doors and blinds.
3. Teachers must account for all pupils by taking roll.

Fallen Aircraft

The principal determines the emergency action to be taken.
Students and staff must keep a safe distance from the aircraft.
Teachers must account for all their pupils by taking roll.

Emergencies on the way TO and FROM School

Instruct students to follow protective procedures outlined under specific emergencies with regard to protective position and safety precautions. If students are on their way to school, they should continue to school; if going home, continue home.

Flash Flood

1. Immediately move children to higher ground.
2. Turn off utilities if instructed.
3. Do not touch electrical equipment if you are wet or standing in water.
4. Do not walk through moving water.
5. Do not drive in flooded areas.
6. Wash hands frequently when exposed to flood water.
7. Throw away any food that has come in contact with flood water.

Dry Lightning

1. When the lightning is six miles away.
2. (Flash-to-bang time of 30 seconds or less).
3. Move inside quickly and calmly.
4. Must remain indoors for 30 minutes after each Lightning strike.
5. CSS staff will monitor local conditions.

All Emergencies

1. Use common sense. Remain Calm. Remember that the safety and well-being of pupils is the first priority.
2. Use extreme caution when entering or leaving buildings.
3. Do not light candles, matches, cigarettes, etc., since there may be leaking gas lines or flammable material present.
4. If the odor of gas is present, report this immediately to the person of authority.
5. Keep pupils away from fallen or damaged electrical wires.
6. Turn on the radio to get official emergency information.
7. Use the telephone only to report emergencies. Leave lines clear for emergency operations.

School Process for Release of Student Custody

1. Adults collecting students go directly to the office to be directed to the location of their child(ren).
2. The teacher records the name of the adult to whom the child(ren) are released, using the School Emergency List.

Evacuation Area by Grade Level

Lower Basketball Courts.

Location of Fire Extinguishers

Location of Utility Shut-Offs

School Site Plan

Cold Spring School Site Disaster Plan

STUDENT REPORT FORM

STUDENTS MISSING FROM CLASS:	STUDENTS ABSENT:
STUDENTS TAKEN TO FIRST AID:	TAKEN TO FIRST AID BY:
STUDENTS WHO ARE INJURED AND CANNOT BE MOVED	
TEACHER NAME:	ROOM NUMBER:

Cold Spring School Site Disaster Plan

ACTIVITY LOG

SCHOOL EMERGENCY PREPAREDNESS POINTS TO REMEMBER

- Take all drills seriously
- The way you train is the way you behave
- Do the drop, cover and hold maneuver
- Know your evacuation route
- Evacuate the building as quickly and calmly as possible
- Complete the Student Report Form and make sure it goes to the Emergency Assembly Area
- Students will look to you for direction
- How the adults behave will determine how the students behave
- Slow down, relax, and move efficiently
- Be flexible
- Use your common sense
- This is a practice for directing people in a crisis
- Expect the unexpected
- The complex does not work in an emergency

EARTHQUAKE EMERGENCY PROCEDURES STEP #1

**WHEN YOU HEAR
THE SIGNAL OVER THE INTERCOM,
OR IN THE EVENT OF AN EARTHQUAKE**

**WHEREVER YOU ARE
EVERYONE DOES THE
"DUCK, COVER & HOLD" MANEUVER**

REMEMBER:

- Duck, cover, and hold no matter where you are
- Do not stand in doorways
- Get away from glass
- Every step you take increases your chances of getting injured-stay put until shaking stops

NOTES:

STEP #2

AFTER THE SHAKING STOPS

**EVACUATE STUDENTS TO THE
EMERGENCY ASSEMBLY AREA**

**COMPLETE STUDENT REPORT FORM MAKE SURE
YOUR STUDENTS ARE CARED FOR**

**PROCEED TO THE ASSIGNED AREA,
IF DIFFERENT FROM THE EMERGENCY AREA**

R E M E M B E R T O :

- Evaluate the situation carefully
- Stay calm; calm your students
- Select alternate evacuation route if you encounter safety hazards; report these hazards to nearest team leader
- Help your students feel comfortable
- Report to your assigned area and begin completion of tasks

NOTES:

STEP #3

PROCEED WITH TASK ASSIGNMENTS

COMPLETE ASSIGNMENTS/ASSESS PROGRESS

**REPORT FINDINGS
TO APPROPRIATE TEAM LEADERS**

RECORD YOUR FINDINGS

STAY CALM, MOVE EFFICIENTLY

**WHEN RELIEVED OF ASSIGNMENT,
EVALUATE YOUR ACTIONS**

REMEMBER:

- Stay calm
- Know your assignment tasks
- Calm others
- Complete paperwork
- Work together

Notes:

TASKS - ALL STAFF

1. Direct pupils to carry out emergency actions.
2. Render immediate first aid.
3. Assist buddy teacher/other teachers as needed.
4. Restore order.
5. Report condition of pupils/site to the team leaders/Incident Commander.
6. Take roll; keeps track of children as they are released and records with whom they leave the site.
7. Supervise children at all times until relieved of responsibilities by the Incident Commander.

TASKS - INCIDENT COMMANDER

1. Initiate school site emergency plans.
2. Inspect pupils/site to determine immediate needs.
Communicate with team leaders and custodian.
3. Report condition of pupils/site(s) to the Assistant Superintendent for Instructional Service Services.
4. Advise the Superintendent/Principal if removal of pupils to an alternate site is necessary.
5. Secure all pupil records.

TASKS - CUSTODIAL

1. Shuts off all utilities as needed.
2. Puts out fires if necessary.
3. Surveys and reports all damage to the principal.
4. Assists the principal in performing other duties as assigned.

TASKS - OFFICE MANAGER

1. Staff the phones and/or emergency communications equipment.
2. Readies pupil records for removal.
3. Initiates emergency calls. (911)
4. Organizes parent volunteers for school assistance.
5. Keeps logs of activities and written reports. (see log format)

TASKS - OPERATIONS TEAM MEMBERS

1. Assist Office Manager.
2. Coordinate communication among all teams.
3. Relays/receives messages. Determines if additional help is needed.
4. Reports back to Incident Commander.
5. Assists in rescue. Helps transport victims.
6. Communicates with outside emergency assistance.
7. Assigns staff to new areas as needed.
8. Keeps a log - times, volunteers, equipment usage

TASKS - FIRST AID TEAM

1. Takes its direction from the school nurse if on-site.
2. Sets up first aid station for the care of injured pupils / personnel in the first aid area (outdoor lunch area).
3. Reports physical condition of pupils / personnel to Incident Commander.
4. Determines need for additional medical help, including hospitalization.
5. Keeps a written record of injury treatment, time of treatment and names of those treated.

TASKS - DAMAGE/SAFETY ASSESSMENT TEAMS
(2 teams; See site maps)

1. Report to Preparedness Container. Get hard hats and Search and Rescue bags.
2. Teams A & B conduct a sweep of their half of the site. Mark areas as safe or unsafe with tape. Check for fire, gas and water leaks, electrical hazards and structural damage. Determine safest routes through campus.
3. Mark doors with duct tape indicating clear areas. Report back to custodial team and Incident Commander safety hazards and safe areas.
4. Put out small fires with classroom extinguishers.
5. Search for trapped, or injured persons as directed by the team leaders. Report findings to Command Center.
6. Complete inventory of equipment; need for replacement.

TASKS - EMERGENCY ASSEMBLY AREA TEAM

1. Receives/relays messages. Designates runners (5th and 6th grade students) to go between the assembly area and the parent unification area (Parent Communication/Unification Team).
2. Team leader reports to the Command Center the roll count for each class.
3. Act as caretakers of the students.
4. Comfort students. Care for small cuts and bruises. Supervise games or activities of students.

TASKS - PARENT COMMUNICATION/REUNIFICATION TEAM

1. Relays/receives messages. Sends 5th and 6th grade students to Emergency Assembly Area when necessary.
2. Designates student escort (parent or volunteer aide) to pick up students that are to be released to parents or other designated adults listed on the Emergency Card.
3. Team leader reports to the Operations Center.
4. Records times of parent contacts and releases to parents in a log (see log and runner forms).

TASKS - CAMPUS SECURITY TEAM

1. Routes volunteers.
2. Routes media.
3. Routes Fire and Rescue crews.
4. Reports to Command Center.

TASKS - BUDDY TEACHERS

1. Take roll. Indicate injured or missing students on Student Form. The form is taken directly to the Emergency Assembly Area by the teacher or the buddy teacher.
2. When leaving classroom, visually check to see if buddy or class next door exit the building.
3. Teachers assigned to the Emergency Assembly Area should assume responsibility for their buddy classes.
4. All teachers should make sure their classes have been removed to the Emergency Assembly Area before reporting to their team assignment areas.
5. Forms are collected by the Emergency Assembly Team Leader and sent to the Command Center.

Cold Spring School Site Disaster Plan

Brian Thielst A/Lieutenant
Coastal patrol Bureau
Santa Barbara County Sheriff's Department
Approved this plan on November 1, 2017

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Fire Chief
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Approved this plan on November 2, 2017