



GOLETA UNION SCHOOL DISTRICT

**Special Joint Meeting
of the
BOARD OF TRUSTEES and the GOLETA CITY COUNCIL**

THURSDAY • March 4, 2010

Special Session • 4:00 P.M.

Board Room, 401 N. Fairview Ave., Goleta, CA 93117

Members of the Board of Education

Valerie Kushnerov, Board President
Bill Gadsby, Board Vice-President
Richard Mayer, Clerk
Susan Epstein, Member
Dean Nevins, Member

Kathleen Boomer, Ed. D. Superintendent

Members of the Goleta City Council

Eric Onnen, Mayor
Margaret Connell, Mayor Pro Tempore
Roger S. Aceves, Councilmember
Michael T. Bennett, Councilmember
Edward Easton, Councilmember

Daniel Singer, City Manager
Deborah Constantino, City Clerk
Tim W. Giles, City Attorney

- 1. Call to Order and Roll Call
Pledge of Allegiance
Welcome of Guests
Announcement of Recorded Meeting**

- 2. Public Comment**

Persons wishing to address the Board should complete a request card and hand it to the Board secretary.

- A. Items not on the action agenda

The public may address the Board on any matter pertaining to the school district that is not on the action agenda. Unless otherwise determined by the Board, each person is limited to five (5) minutes.

The Board is generally prohibited from discussing items not on the action agenda. Under limited circumstances, the Board may discuss and act on items not on the agenda if they involve an emergency affecting safety of persons or property, or a work stoppage, or if the need to act came to the attention of the district too late to be included on the posted agenda.

- B. Items on the agenda

The public may address the Board on each of the remaining items on the agenda as those items are taken up. Unless otherwise determined by the Board, each person is limited to three (3)

minutes per item. If a large number wish to speak on a specific item, the Board may limit total input to 30 minutes on any item.

The Board shall not prohibit public criticism of policies, procedures, programs or services of the school district, or the acts or omissions of the Board. Persons appearing before the Board are reminded, as a point of information, that members of the Board are without authority to act independently, as individuals, in official matters. No speaker is granted privilege by the Board to make statements, which may be considered defamatory or otherwise actionable by other persons, including district officers and employees.

The Goleta Union School District Board of Trustees has adopted Board Policy 1312.1, *Complaint Procedures*, for addressing complaints against district employees. Complaints must be processed in accordance with procedures outlined in this policy.

3. State of Purpose for Joint Meeting

Valerie Kushnerov, President, Goleta Union School District
Eric Onnen, Mayor, City of Goleta

4. Approval of Action Agenda

The Board will take action to approve the action agenda as presented/amended.

5. Discussion and/or Action Item

The Board may discuss and/or take action on the following items:

- A. A Vision for A Greener Goleta Union School District—Ralph Pachter, Assistant Superintendent, Fiscal Services and Jay Sullivan, Director of Maintenance, Operations and Transportation
- B. Energy Efficiency Community Block Grant (EECBG) Program—Steve Chase, Environmental Services Director, City of Goleta
- C. School Safety Report—Jackie Law, Assistant Superintendent, Pupil Personnel and Special Services
- D. Safety and Capital Improvement Projects Around School Sites—Steve Wagner, Community Services Director, City of Goleta
- E. Redevelopment Agency Funding and Pass Thru Payments and Public Safety Report—Vyto Adomaitis, Redevelopment, Neighborhood Services & Public Safety Director, City of Goleta
- F. Use of District Facilities—Ralph Pachter, Assistant Superintendent, Fiscal Services
- G. Park Use Fees and Shared Use Discussions—Dan Singer, City Manager, City of Goleta

6. Next Regular Meeting Date of the Goleta Union School District

Regular Meeting—Wednesday, March 17, 2010
Jack Kramer Administration Center Board Room
401 N. Fairview Ave., Goleta

Action and Conference Agenda Deadline: 10:00 a.m., Monday, March 8, 2010

7. Next Regular Meeting Date of the Goleta City Council

Regular Meeting—Tuesday, March 16, 2010
City of Goleta – Council Chambers
130 Cremona Drive, Suite B, Goleta, CA 93117

8. Adjournment of Meeting

REFERENCE MATERIALS – may be reviewed in the Office of the Superintendent, 401 N. Fairview Avenue, and in the principal's office at each school. A copy of the action agenda, complete with references, will also be on display at the meeting place.

:ls

The Goleta Union School District is committed to ensuring equal access to meetings, and anyone needing special accommodations due to a functional disability may request assistance prior to the meeting date by calling the Office of the Superintendent at (805) 681-1200 Ext. 201.

March 4, 2010

A Vision For A Greener Goleta Union School District

Ralph Pachter, Assistant Superintendent, Fiscal Services and
Jay Sullivan, Director of Maintenance, Operations, Transportation

Any serious discussion of environmental issues is based on the premise that energy efficiency gains and decreased cost for utilities transfer directly to the bottom line for the school district: lower cost for operations equal more dollars for the classroom and the educational mission. The first and most important step toward carbon neutrality is to squeeze as much energy and utility usage out of the organization through efficiency measures. These dollar savings go directly into the classroom.

Energy Efficiency History

The Goleta Union School District has made a concerted effort over the last fifteen years to reduce utility costs. In 1996, the District contracted with the Honeywell Corporation for a number of modernization projects for lighting, heating, ventilating, and air conditioning equipment that would create energy and operational savings as well as enhance the classroom environment. This was a performance contract based on the history of utility costs for the District in the 1994-1995 school year. The total cost of one million dollars of classroom improvements would be offset completely by energy savings over a period of ten years. The project costs are now completely paid off and the school district continues to accrue the cost savings associated with these energy improvements.

- Conventional ballasts were replaced with electronic ballasts and high efficiency T-8 lamps in every fluorescent fixture in the school district.
- Incandescent lights were replaced with compact fluorescent lighting and high-pressure sodium lighting.
- Forced air furnaces were replaced in all classrooms with new more energy efficient equipment.
- Conventional mechanical controls for heating and ventilating equipment were replaced with programmable electronic time clocks to restrict use of H.V.A.C to the hours of operation only.

The Honeywell Project projected savings in gas and electricity in the 30% to 40% range and has performed within this range. A reasonable expectation for the life cycle of these improvements would be 25 years yielding 10 more years of energy savings. Many of the modernizations achieved with the Honeywell Project in 1996 are still considered best practices for energy savings and in this era of increasing energy costs and environmental concerns and are now being more aggressively pursued by businesses, home owners, and public entities.

Shortly after the completion of the Honeywell Project, Measure “M” funding became available to the school district allowing the efforts for modernization and energy efficiency to continue.

Conventional irrigation controllers were replaced with a fully automated and computer controlled system, which reduced water consumption significantly by quickly shutting off irrigation as weather conditions changed. District planters and trees were surrounded by mulch to reduce weeds, the need for pesticides, and to provide water savings.

Isla Vista and Ellwood playing fields were added to the Goleta reclaimed water system. El Rancho is the only other district school within reach of the reclaimed water system, but the cost for adding this school would be prohibitive at this time.

Low flow faucets and toilets were installed throughout the district. These devices reduce water consumption from 3.5 gallons to 1.5 gallons per flush. We continue to retrofit with low flow as we replace toilets and urinals throughout the district. Sixty percent of the district has been retrofitted. M.O.T. installed a waterless urinal to test feasibility; subsequently waterless urinals were installed in the new Brandon Multi-Purpose Room.

The Central Kitchen has been retrofitted with steam cooking equipment that conserves water. When the District transitioned back to the use of washable trays several years ago to eliminate the waste associated with styrofoam and paper serving products for school lunches, dishwashers were replaced with low flow dishwashers at six sites. There are three sites to still be retrofitted.

Often there is a perception that buildings and facilities designed to use less energy and water compromise on performance and comfort for the end user. The Goleta Union School District has always maintained the highest standards for indoor air quality, thermal comfort, day lighting, acoustic comfort, cleanliness, and all issues that influence a pleasant and productive classroom environment.

Isla Vista school received the Southern California Gas Company “Savings By Design Award” for “Significant Efforts in Conservation and Energy Efficiency” with the use of cross ventilation, day lighting, and energy management. The new Brandon Multi-Purpose Room is a “state of the art” facility incorporating best energy management practices that will be submitted to the State of California for award consideration.

In November of 1998 the Community Action Commission requested the use of a small space at the Goleta Union School District’s maintenance yard to install a community oil waste recycling station. The land for this facility was leased at no cost to the Community Action Commission. Working jointly with the California Integrated Waste Management Board, Goleta Union School District helped divert 65,000 gallons of oil and 3,000 oil filters from landfills. When this facility was removed in 2005, the school district received a commendation for participation in this recycling project.

Innovative efforts in recycling, waste management, pesticide reduction, the grant replacement of school buses with natural gas buses and green diesel buses, addition of particulate filters to older diesel buses, tree plantings for an urban forest, and many other innovations have resulted in Goleta Union School District’s frequent nomination and receipt of the Green Award in 2005. In a recently published “Green Report” by the Irvine Unified School, it reported that district’s efforts to promote conservation and a 50% reduction of school waste was cited. The Goleta Union School District reduced 80% of its waste stream in the spring of 2000, almost 10 years ago!

Future Energy Efficiency

The real question is “but what is Goleta Union School District doing now that the whole country is going green?” The new frontier even when balanced against the ever increasing cost of energy is fraught with opportunities and risks.

Solar: Facilities executives in all but the most progressive organizations are still having trouble justifying solar strictly on a return-on-investment basis. While the good news is that the cost of solar is dropping. The 2009 report by Lawrence Berkeley National Lab titled “Tracking the Sun II” cited the cost of solar photovoltaic systems, before any incentives, rebates or tax deductions are included at \$7.80 per watt, the cost in 1998 was \$10.80 per watt approximately.

We have studied solar Powered Purchase Agreements (PPA) or no “First Cost” solar installations with the Energy Solutions Division of the Chevron Corporation. In a PPA a third party company builds the solar system on school district property, taking on all the cost of materials and labor. The company owns the system and is responsible for its maintenance, but it sells the power produced by the panels back to the District at a reduced rate. These agreements usually last from 10 to 25 years and at the end of the contract the school district has the option of buying the system, renewing the contract, terminating the deal altogether and having the third party organization remove the solar system. Recent California history (think Enron, energy black outs, etc.) would indicate that being in the power business is very risky. An installation that would provide the Goleta Union School District about a 70% reduction in electrical costs would require a minimum of 2 acres of solar panels (this would completely cover Foothill’s playground visible from Cathedral Oaks). What are the long-term maintenance costs and value of the system? Our district electrical consultant in reviewing installation figures provided by Chevron seemed to think these figures somewhat inflated (the Honeywell Project was expensive and the district incurred large costs for ten years before receiving significant returns on investment). The Chevron study noted ten million dollars in savings and rebates over the 25-year life cycle of a large scale (seven million dollar) solar project. This number warrants very close scrutiny.

A PPA study was commissioned by the district from a vendor (at no cost) recommended by Tremco International, Solar City. In Solar City’s first draft, they did not recommend a PPA for Goleta Union School District because satellite pictures indicated that the large number of trees surrounding many of our schools (think Foothill). Although the trees often eliminate the need for air conditioning, they make achieving an adequate amount of solar panels on school roofs problematic. After revising their figures, they projected a first year savings of approximately \$20,000 with a fifteen-year savings projection of \$360,000. Compare this savings to the ten million dollars in savings in the Chevron proposal.

Many plans for large-scale energy projects depend on climates that require a great deal of air conditioning to pencil out. We are fortunate to have such a mild coastal climate and do not run our schools year round so we do not have much need for air conditioning. The only air conditioning in the district is in portable classrooms and at Isla Vista school where we are currently combining summer schools for significant energy savings.

We have been studying third party solar agreements for three years. The bottom line is always great value for the third party with the school district portion much smaller and based on fluctuating power costs.

The District will continue to study the risk and rewards of these agreements very carefully. The annual cost of electricity on all Goleta sites is \$278,000 @ approximately 1.8 kWh.

Natural Gas: We have released utility data to a third party provider, Tiger Natural Gas, to study gas purchase from an outside provider. Most of the achievable savings in reductions of natural gas consumption were accrued with the Honeywell Project. But the idea of purchasing cheaper natural gas from a third party provider or as part of a consortium of gas users warrants continued study.

The most intriguing new idea to come along for natural gas savings would be to replace our state of the art Honeywell programmable thermostats with a new thermostat in each classroom from the Proliphix – IP Thermostat Energy Management Company. These are wireless Internet-enabled network thermostats, which have the ability to manage a large number of thermostats from one central location. When students go home for vacation, we currently dispatch maintenance staff to shut off power to portable classrooms (which are heavy energy consumers). Using these thermostats and computer software, we could shut everything off at these times in all of the District classrooms. Currently these thermostats are cost prohibitive and the technology is too new to determine reliability. Great care would have to be taken in taking away classroom control of thermostats (within parameters set by the District) from teachers. Energy control and cost savings should never compromise classroom comfort and productivity. But the idea of having operating control over a distributed system of thermostats in hundreds of classrooms is very interesting and we are following this development closely.

Other Electricity Savings: Common sense savings have included lowering thermostat settings throughout the district, mandating the removal of microwaves, coffee makers, dorm refrigerators, toaster ovens and space heaters from classrooms, In addition to removing extra full size refrigerators from teacher’s lounges. The extra cost associated with the proliferation of these appliances can be thousands of electrical dollars a year for the district. Teachers can help by pressing the unoccupied button on the programmable thermostats when they are out of the classrooms for a long period of time, and keeping doors and windows closed when the heating or air conditioners are on.

Building lighting systems consume about 37% of a building’s electricity and for this reason deserve close scrutiny for energy savings. The last major lighting upgrade was with the Honeywell Project in 1996 when solid state energy efficient ballasts and high efficiency T-8 fluorescent tubes were retrofitted in all district fixtures. We are currently studying the following lighting options.

- Day lighting – Yields the greatest value for the dollar and the most pleasant and productive indoor working environment for students. District classrooms have been designed to maximize the use of day lighting and to further increase the amount of day lighting would require the installation of skylights, which would probably not be cost effective at this time. When the district begins replacing roofs in 10 years this is an option that should be carefully studied.
- Occupancy Sensors – Occupancy sensors were installed in district bathrooms with Measure “M” funding in 1998. Technology for occupancy sensors for classrooms was determined to be too unreliable in the late 1990’s. There were many stories of classroom lights going off at the worst possible time – in the middle of testing when there was the least student motion – for example. In the last few years this technology has greatly improved and in energy audits prepared by Southern California Edison, it was determined that this would be a good investment for the district. We have prepared a project for grant funding jointly with the City of Goleta that would provide occupancy sensors for all

Goleta classrooms at no cost in four schools this summer using G.U.S.D. staff to install the sensors with labor cost to be reimbursed to the district.

- Standard Exit Lights – These would also be replaced with L.E.D. exit lights in the four schools.
- T-5 Lighting – This could replace the current T-8 lighting. Replacement of existing classroom fixtures with T-5 technology can yield significant energy savings, dramatically reduced maintenance cost with a reduction in the number of lighting fixtures, ballasts and lamps that would have to be replaced. The new fixtures would look very similar to the fixtures in the Isla Vista classrooms with the advantages of indirect (and evenly distributed lighting of 30-70 foot candles throughout the room). The lights could be reconfigured to take advantage of classroom day lighting and a row of fixtures could be eliminated near the windows with step up lighting controls. The new fixtures would give the recently modernized classrooms a nice new look. This project would be very capital intensive. It could cost up to three million dollars. We will, however, continue to study the cost and feasibility of this lighting upgrade.
- Replacement of Exterior Parking Lot and Exterior School Site Lighting – Replacement of these lights would be done with very high efficiency induction or L.E.D. lighting. This is a project that would improve nighttime lighting while significantly reducing costs. The project would yield the greatest cost savings at Isla Vista school, which has a large amount of night lighting. The project would be capital intensive, but we are studying cost and feasibility.
- Cleaning or Replacing Lighting Diffusers – This can increase available light by 40% in fluorescent fixtures. All lighting diffusers were cleaned or replaced with Measure “M” funding.
- Painting Ceilings – This was accomplished with Measure “M” funding and has improved lighting efficiency. Painting ceilings white increases room lighting by reflecting light back down into the classroom.
- L.E.D. Lighting – This technology holds tremendous promise. A standard 100-watt incandescent lamp puts out 1200 lumens with a very short lamp life. Currently L.E.D. lighting is only 50% as efficient as T-5 fluorescent lighting but is rapidly closing the gap. Tremendous energy efficiency, solid-state reliability, incredibly low long term life cycle maintenance costs, these are the hallmarks of L.E.D. lighting. Most engineers feel that L.E.D. lighting will replace all forms of down lighting in the next few years with rapid advances coming in two years based on current lab work. District staff attended a one-day class in Ventura on L.E.D. lighting innovations. With technology changing so rapidly and given the high capital cost of replacing lighting fixtures, it makes sense to wait two years while following these innovations very carefully.

Summary

In conclusion, significant progress has been made over the last 14 years to improve energy efficiency. We will continue to carefully examine any available change in technology, government incentives, or in the regulatory environment that could yield energy or utility cost savings. Each one of these potential projects will be examined on a cost benefit basis. Any energy or utility savings project that can pay for itself from the savings generated from utility reductions in three years when the cost of borrowed capital is very low should be a priority. After three years and the project cost is recovered, the savings can go on for decades as in the Honeywell Project. Projects with a payback for capital investment of 5, 10, 15, and 20 years will also be examined but with much greater scrutiny.



MEMORANDUM

DATE: February 26, 2010

TO: Goleta Union School District Board of Trustees
Goleta City Council

FROM: Steve Chase, Director, Planning and Environmental Services
Dan Nemechek, Senior Planner

SUBJECT: Energy Efficiency Community Block Grant (EECBG) Program

On February 17, 2009, President Obama signed the American Recovery and Reinvestment Act of 2009 (ARRA) which, for the first time, funded the Energy Efficiency Community Block Grant (EECBG) Program. The program was designed to assist local and state governments, to implement projects and programs that reduce total energy use and fossil fuel emissions, and improve energy efficiency in buildings and facilities.

With the release of Federal funding announcement the Department of Energy authorized California to receive \$351.5 million dollars via the EECBG Program. Approximately \$302 million of the grant funds would go directly to large cities and counties via a direct application to the DOE. The remaining approximately \$49.6 million was directed to the California Energy Commission (CEC), with 60 percent (\$29.7 million) of these funds to be made available to small cities and counties (cities with populations less than 35,000 and counties less than 200,000) via a grant solicitation process managed by their Department.

In June, the CEC submitted an application to the Department of Energy to both authorize the program in which grant funding would be dispersed, and to receive authority to expend EECBG funds to small cities and counties for eligible projects. Goleta will be eligible for \$159,422 in grant funding from this program.

DISCUSSION:

In September 2009, a team comprised of representatives from the City Southern California Edison, and the Community Environmental Council began meeting to develop a list of possible projects under the EECBG Program. The team explored numerous options, many of which would reduce energy consumption, but ultimately did not meet the stringent EECBG Program requirements of kilowatt hours saved per dollars of grant money spent.

After significant research and review, the team developed a list of projects which would satisfy the requirements of the EECBG Program and would allow leveraging of additional Southern California Energy rebate funds (as encouraged by the CEC). The final list of projects is as follows:

City Wide

- Replacement of all new roadway intersection lights with new energy efficient LED roadway intersection lights.
- Cost: \$80,750

City Hall

- Replacement of all existing T-12 overhead lighting fixtures with new energy efficient T-8 lighting fixtures and bulbs.
- Replacement of existing "EXIT" signage with new energy efficient LED signs.
- Installation of additional motion sensors to reduce unnecessary energy expenditure.
- Cost: \$23,747

Goleta Valley Community Center (GVCC)

- Replacement of existing T-12 overhead lighting fixtures with new energy efficient T-8 lighting fixtures and bulbs.
- Cost: \$17,433

Goleta Union School District (Brandon, Kellogg, Ellwood, & La Patera Schools)

- Replacement of existing "EXIT" signage with new energy efficient LED signs.
- Installation of motion sensors to reduce unnecessary energy expenditure.
- Cost: \$ 43,009

The total project cost including materials and non materials is: \$175,242. Edison rebates are: \$15,949. Grant amount: \$159,422.

The City has received word that our application has been deemed complete and formal approval from the California Energy Commission should be received in March. What this means for the Goleta Union School District is that installation of the identified equipment should be able to begin this summer with an anticipated completion date of no later than February 12, 2012.

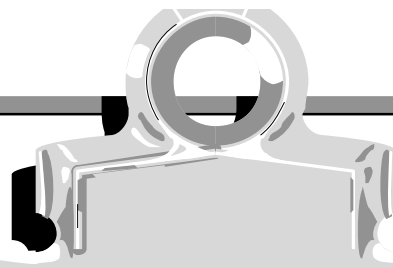
Discussion/Action

March 4, 2010

School Safety Report

Jackie Law, Assistant Superintendent, Pupil Personnel and Special Services

Jackie Law will give a report on school safety and the process to address it.



GOLETA UNION SCHOOL DISTRICT SCHOOL SAFETY REPORT

Presentation to the Board of Trustees
and the City of Goleta

Jackie Law

March 4, 2010

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SCHOOL SAFETY FACTS

- California Education Code 32280 requires all schools to have a Comprehensive School Safety Plan and a Site Disaster Plan using the Standardized Emergency Management System (SEMS) with an Incident Command System (ICS).
- The School Site Disaster (SEMS) Plan is based on the three R's of crisis management:

1. Readiness

- Prevention
 - Know what could happen
 - School climate
 - Environmental challenge
 - Create Comprehensive Safety Plan Including:
 - Purpose
 - School crime status
 - Strategies/procedures school safety
 - Child abuse reporting
 - Natural disaster/lock down
 - Disciplinary rules/regulations
 - Notification to teachers, dangerous students
 - Discrimination/harassment
 - Dress code (students)
 - Safe ingress and egress
 - Safe, orderly environment statement
 - Hate crime reporting procedures
- Preparedness
 - Create a plan addressing everyone's needs
 - Assign teams
 - Discuss procedures
 - Supplies in place

2. Response

- Responsibilities of each position are clear
- Practice, Practice, Practice
 - **The most important safety response is that the students listen*

3. Recovery

- Account for all
- Reunification and release
- Post event processing and assistance

- GUSD Management of School Safety:
 1. Implementation of Individual Comprehensive School Safety Plans and School Disaster Plans:
 - The Principal is responsible for an annual updating of their Site Disaster Plans (SEMS)(see *Attachment A*), and their Comprehensive School Safety Plans (see *Attachment B*).
 2. Monitoring Maintenance of Disaster Supplies/Materials.
 - Status of all supplies is checked annually, including missing supplies, supplies that must be replenished, and supplies that have a shelf life - such as water, batteries, etc. (see *Attachment C*).
 3. Implementation of Drills:
 - The school is responsible for planning and implementing fire drills, natural disaster drills and lockdown drills (see *Attachment D*).
 4. Periodic Staff Training:
 - The Special Services Department and Site Principals collaborate annually on providing relevant staff training.

SCHOOL SAFETY PLAN PROCESS IN BRIEF

Standardized Emergency Management System (SEMS) with Incident Command System (ICS)

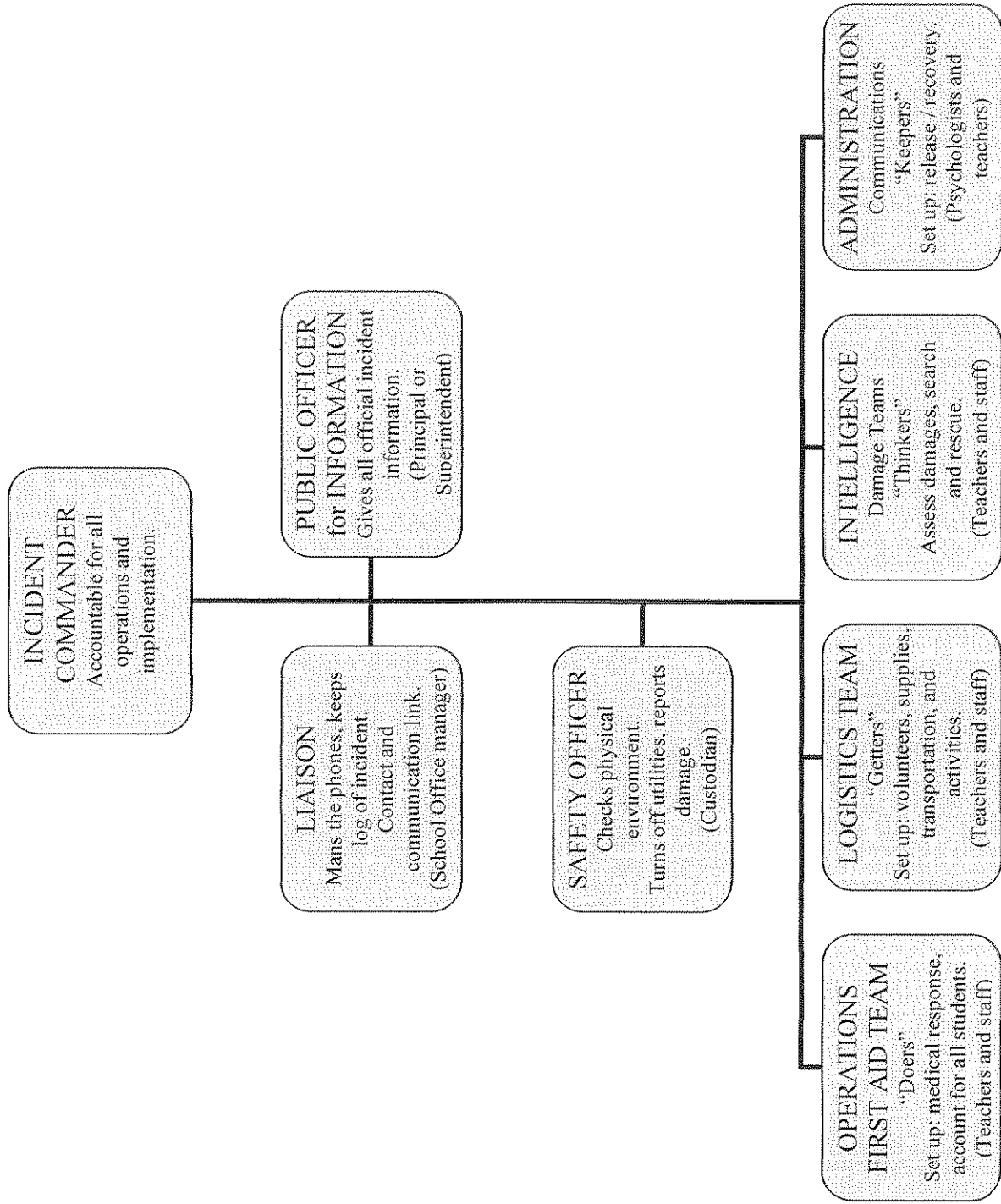


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MASTER COPY

Site Disaster Plan 2009-2010

(61909)

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:

Incident Commander: (2 -3 members)	(Violence Response Kit)
-Team Leader: <i>Lisa Maglione</i> (Principal or designee)	Alternate: <i>Lorena Chavez, Escobar</i>
-Log Keeper collector of left behind and missing names: <i>Lorena Chavez</i> (alternate master key)	Radio- Channel 14
3 rd : <i>Francisca Escobar</i>	
Custodial/Facility:/Campus Security (1-2 members)	
-Team Leader: <i>Rick Savage</i> (Day Custodian)	Alternate: After School Director radio channel 14; shed key
(Night Custodian) <i>Marquis</i>	3 rd
After School Director	
Open Emergency Container: <i>Rick</i> (Day Custodian)	Aides: <i>Lynn Bennett,</i>
Operation Command Center: (2-3 members) Media, Transportation, Communications	2 radios - Channel 14, 3 and District Radio channel 2
-Team Leader: <i>Janet Seiler</i> - Media contact	Alternate: Logging on Radios - <i>Sondra Unzueta</i> and <i>Karen Tapphorn</i>
Cafeteria people (Food supply)	Aides: <i>Laura Casanueva, Mary O'Neill</i>
First Aid Team: (10 - 15 members); triage (6 members)	radio - channel 3
-Team Leader: <i>Haley Soderman</i> + <i>Paula Snider/Lorraine Crotzer</i>	
-Log Keeper/Communications:	Alternate:
-Triage (I, L, D): <i>Susan Perkins, Paula Snider/Lorraine Crotzer</i>	Alternate:
<i>Nate Latta, Tanya Mishler / Kristin Schmidt, Jill Rearick, ELD teachers, Juan Pimental, certificated tutors, AmeriCorps, Bo Williams</i>	

Search, Locate and Rescue - Damage/Safety Assessment Team (2 teams with 3 members - 6-9 members total):		Radio Channel 14
-A Team Leader: Sabrina Jensen (radio) search and rescue bag, key to shed members: 1. Mark Warren 2. Nancy Pack/Ingraham 3. Jenna Montgomery		Alternate: Nancy Pack/Ingraham Aides: TBD
-B Team Leader: Margie Ryckman (radio) search and rescue bag members: 1. Pam Rennick 2. Eric Prothero 3. Jennifer Khalil		Alternate: Pam Rennick Aides: TBD
Assembly/Shelter Team: (5 - 10 members)		radio - channel 3
Team Leaders: Oranne Lee grades 4-6 Oranne Lee, Speech teacher and aide, Vivia Rutland, Ilse Hutchinson Mental Health/Counseling: Psychologist		Kathy Isaacson grades K-3 Kathy Isaacson, Heather Campbell, Cecilia Melendez, Janet Watson, Virginia Seiler, Preschool teacher
Family Unification-Reunification Team		
Accountability - Students and Adults: (7 members)	Radio station #2	2 sets of Emergency Lists
Team Leader: Julie Armstrong		Alternate: Socorro Chavez
Log Keeper: Socorro Chavez (administrator designee for communication)		Aides: Cassandra Locke
Socorro Chavez, Gloria Perissinotto, Lynne Pariseau		
Food/Water Other Supplies Team: (5 - 10 members)		
Team Leader: Rick Savage		Alternate: After School Director
Cafeteria Staff, Bo Williams (sweep)		Juan Pimental
Safety Monitors: Observe responders		

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 or designee needs to complete the inventory form indicating injured or missing students.
- Turn this form into the grade level chair who will give it to the K-3 or 4-6 Emergency Assembly Team Leader and sent to the Command Center.

*Stay to supervise assembly area

Socorro Chavez	Ilse Hutchinson *	Haley Soderman
Jennifer Khalil	Tanya Mishler/Schmidt*	
Kathy Isaacson *	Virginia Seiler	
Cecilia Melendez*	Margie Ryckman	
Heather Campbell *	Janet Watson Visual check rm 9 & 10	
Pam Rennick	Jenna Montgomery	
Christie Goff*	Lorena Chavez	Counseling Office
Vivia Rutland * (check room 12)	Sammy Lynaugh Trent Casberg	Francisca Escobar
Mark Warren	Preschool teacher	
Sabrina Jensen	Oranne Lee *	Nate Latta
Julie Armstrong	Nancy Ingraham Visual check rm 16 & 18	

Support Personnel (not previously assigned)

Individuals at the site who are part-time and not previously assigned should report to the following teams and follow the assignments designated by the team leader.

All Certificated Tutors, Instructional Assts, Student Teachers, Americorp and volunteers	Emergency Assembly Area
Laura Casanueva	Operations Team (help with log record keeping)
Lynne Pariseau, Cassandra Locke and Bo Williams	Parent Communication/Reunification Team
Lynn Bennett	Campus Security
ELD Teachers/CTs	First Aid Team
AmeriCorps	First Aid Team

ALL STAFF IMMEDIATE TASKS

1. Render immediate first aid. Lifesavers of airway, bleeding and shock.
2. Prop the door open if you have victims in the room.
3. Assist buddy teacher/other teachers as needed.
4. Direct pupils to carry out emergency actions.
5. Report children left behind and condition to command center Log keeper **Lorena Chavez** using pink card in yellow bag.
6. Restore order. Direct any adult in class to stay with class unless other duties are assigned.
7. Designate roll taker and go to other team responsibilities if so assigned.
8. Take roll on student report form; stick name labels on students and notify incident commander or designee of missing students via red card signal and class roster, keep track of children as they are released and records with whom they leave the site
9. Supervise children at all times until relieved of responsibilities by the Incident Commander.

OPERATIONS AND COMMAND CENTER TASKS
WALKIE TALKIE CHANNEL 14 AND 3
DISTRICT RADIO CHANNEL 2 FOR EMERGENCY

(notify district first thing in am of drill)

Incident Commander - coordinate school response

1. Initiate school site emergency plans.
2. Inspect pupils/site to determine immediate needs.
3. Communicate with rescue team and custodian.
4. Report condition of pupils/site(s) to the Assist. Superintendent for Instructional Services. Call: 681-1200 x201
Say: This is Isla Vista School. We are having an emergency (drill).
5. Advise the Superintendent if removal of pupils to an alternate site is necessary.

Custodial/Campus Security

1. Unlocks the emergency supplies shed.
2. Shuts off all utilities as needed.
3. Puts out fires if necessary. X on door, close if clear.
4. Unlock large padlocked gate for emergency vehicle access
5. Surveys and reports all damage to the principal.
6. Assists the principal in performing other duties as assigned.
7. Routes volunteers.
8. Routes media.
9. Routes Fire and Rescue crews.
10. Reports to Command Center.
11. Set up portable toilets.
12. Security stationed according to map.
13. Traffic control.

Office Manager

1. Ready pupil records and VRK for removal, locks files
2. Bring out grey carts
3. Sends master key to Lorena Lisa at command center.
4. Readies radios immediately: station 14 incident commander; Station 14 search and rescue; station 2 - first aid and reunification
5. Monitors the phones and/or emergency communications equipment, radios, walkie talkies and cell phones.
6. Initiates emergency calls. (911)
7. Handles Media (SOM) and Transportation (SOA)
8. Organizes parent volunteers for school assistance.
9. Keeps logs of activities and written reports. (see log format)
10. SOA brings student medicine/attendance folders.
11. SOA delivers medications to first aid area.
12. Reviews list of adjunct personnel, volunteer sign out, student sign out

OPERATIONS TEAM - SOM AND SOA

Cell phones:	District Radio Channel	IV WalkieTalkies
Principal	MOT Staff channel 1	Command Center 3 14
Principal designee	Emergency channel 2	First Aide 3
SOM		Parent Unification 3
SOA		Search and Rescue 14
First Aide		
Rescue		
Parent Unification		
Assembly		
Custodial		

1. Collect: A. Pink Cards B. Class Lists C. First aid information
2. Coordinates communication of all teams.
3. Check in with each team for status report every 10 minutes.
4. Relays/receives messages. Determines if additional help is needed.
5. Reports back to Incident Commander.
6. Assists in rescue. Helps coordinate the transport of victims.
7. Communicates with outside emergency assistance.
8. Assigns staff to new areas as needed.
9. Keeps a log-times, volunteers, equipment usage

FIRST AID TEAM TASKS-(TETHERBALL AREA)
RADIO CHANNEL 3

1. Picks up supplies at disaster shed.
2. Takes direction from the school nurse if on-site.
3. Sets up first aid station for the care of injured pupils/personnel in the first aid area. **Opens as soon as possible. Should be within 5 minutes. Arrange students by immediate and delayed. Tag each student. Triage everyone with a chief complaint. Revisit patients every 15 minutes. Students stay in first aid and are not returned to assembly area.**
4. Reports physical condition of pupils/personnel to Assembly team leader, Parent Communications Leader and Incident Commander and assembly leader. Use triplicate form.
5. Determines need for additional medical help, including hospitalization.
6. Keeps a written record of injury treatment, time of treatment and names of those treated.
7. Updates assembly leader and incident commander every 1/2 hour.
8. Written update on all individuals every 15 minutes.

DAMAGE/SAFETY, SEARCH + RESCUE TEAM TASKS

RADIO CHANNEL 14

1. Report to Preparedness Container. Get hard hats and Search and Rescue bags.
2. Report to log keeper incident commander Lorena Chavez or Lisa Maglione, group supervisor to get direction for search for left behinds.
3. Pick up master keys from principal, school office manager and custodian.
4. Locate Victims. Identify where rescues are needed. Use safe search methods. Conduct Exterior Quick Survey
5. Perform Lifesavers - airway, bleeding and shock
6. Regroup with group supervisor to establish priorities of rescue.
7. Sweep #1. Removal of victims, not bodies. Standing carry, Chair carry w/duck tape, drags.
8. Create a status report. Written report of events and hazards. Ongoing
9. Sweep #2. Teams A & B conduct a sweep of their half of the site. Check for fire, gas and water leaks, electrical hazards and structural damage. Determine safest routes through campus.
10. Sweep #3. Mark doors with tape indicating clear areas. Mark areas, using tape to note time, hazards and victims. Report back to custodial team leader safety hazards.
11. Put out small fires with classroom extinguishers if 8' or closer to fire.
12. Search for trapped, or injured persons as directed by the team leaders.
If you put it in the building, take it out. If it is the building, leave it in.
 - Heavy search and rescue -
 - Leave victim, report to log keeper - leave for expert crew.
 - Leave someone talking to victim.
 - Light search and rescue.
13. Report findings to Command Center.
14. Bilingual personnel to parent unification team, others to first aid.
15. Return master keys to incident commander.
16. Complete inventory of equipment; need for replacement.

FAMILY COMMUNICATION/REUNIFICATION TEAM
TASKS
RADIO STATION 2

1. Administrator designee goes directly to the FRONT GATE. Establish security at Kindergarten gate.
2. Pick up supplies in the emergency container including yellow caution tape.
3. Caution tape short wall and K Circle.
4. Caution tape media section, tape parent section
5. Relays/receives messages via runners and runner form. Sends aides to Emergency Assembly Area when necessary.
6. Designates parent, volunteer or aide to pick up students that are to be released to parents or other designated adults listed on the Emergency Card using runner form.
7. Team leader reports to the Operations Center via the final release report.
8. Records times of parent contacts and releases to parents in a log. (See log and runner forms)
9. Post Class lists of Students accounted for
10. Manage traffic.
11. Manage crowds with bullhorn.

General Procedures

BP 2500

"When somebody gets hurt, I will fix you and let somebody know to come back and get you. (If structurally unsafe, drag out 1 1/2 X height of building)

Fire

1. At the sound of the alarm, students line up at the door and proceed in an orderly, quiet fashion to a predetermined location, as indicated in the site plans. 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.

Earthquakes

Students Inside Building:

1. The teacher, or other person of authority, implements the action by saying, "DROP, 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 neck 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.
3. The teacher supervises the orderly removal of student from the building to the outside (put student in charge).
4. Teacher stabilizes life-threatening situation (1 minute). Airway (shoes under back between shoulder blades) Bleeding (tie on pressure gauze bandage), Shock (raise feet).

Face pale, raise tail; face red, raise the head.

LEAVE DOOR OPEN IF PEOPLE LEFT BEHIND. OTHERWISE, CLOSE DOOR.

Notifies Log Keeper principal of students left behind via pink card.

4. Check in with the students at the designated evacuation area, edge of the first basketball court at the West End of the playground.
5. Teachers must account for all students under their supervision by taking roll.
6. After roll calls have been taken, all staff reports to assigned areas to carry out their respective tasks. (See Site Disaster Plan)

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.

Students on School Buses:

When children are on the school bus and an earthquake occurs, the following actions will be taken:

The bus driver:

1. Pulls to the side of the road away from any buildings, if possible, and issues the command, "DROP, COVER AND HOLD." Students take the protective position described under "Students Inside Buildings."
2. Sets the brakes and turns off the ignition.
3. Waits until the earthquake is over.
4. Contacts the Director of Maintenance, Operations and Transportation.

Bomb Threats

1. Evacuates buildings according to fire drill plans.
2. Remove the VRK (office and room 23)
3. The principal contacts the Assistant Superintendent for Instructional Services and the Sheriff's Department.
4. Selected school personnel and law enforcement officers inspect the school site.

Lockdown (inside)

1. Students assume the earthquake position next to the book-cased windows, or out of line of site area in the library and cafeteria.
2. Teacher locks door and turns off lights.

3. Teacher establishes area for bathrooms (using wastebasket). Children are not to go outside.
4. Teacher cell phone calls into office regarding missing student.
5. Teacher waits for all clear signal or evacuation from authorities.

Lockdown (outside)

1. Students return to closest secure building and follow the above procedures.

Restricted Movement Call

1. Students are to remain in classroom. No groups, bathroom breaks, or recesses etc. until all clear.

Explosion

Follow procedures for earthquakes.

Flooding

Warning of flooding is usually received via radio, T.V. or other public agencies. If flash flooding or creek overflow occur, stay indoors until released by an official agency (i.e. fire or police department personnel).

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.

Faced with a chemical release or spill which may issue from any one of several potential sources,—i.e. a train, a tanker truck, an airplane, a pipeline break, an industrial enterprise, or from any other source not named here.

- The principal, principal designee, or disaster team leader, will make the decision for confinement of the students and adults by closing windows and doors and closing off air intake to heater system.

- All students and staff should stay inside until the situation or conditions warrant other action.

In order to make the decision for confinement or evacuation, the principal, principal designee or disaster team leader will carefully assess the situation taking into account any available information regarding the nature of the spill or release, the type of chemical involved, its toxicity, volatility, flammability, explosive potential, proximity of the release or spill to the school site, the volume of the chemical release or spill, weather conditions, (particularly wind conditions and direction), temperature, or any other related factor(s) which may affect the level of danger to the school children or personnel.

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.

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

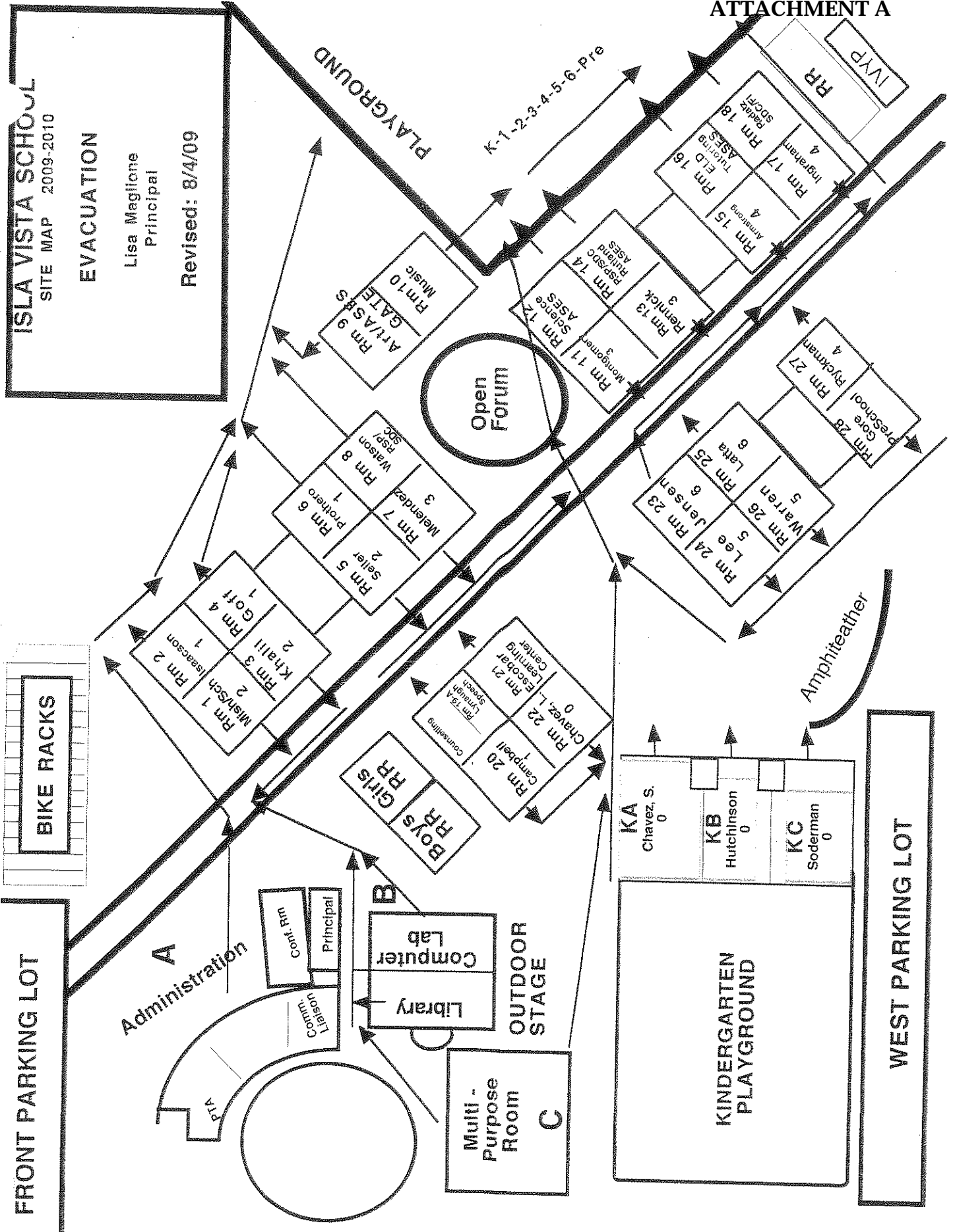
1. Adults collecting students go directly to the office to be directed to the location of their child(ren).
2. The teacher records the name of the adult to whom the child(ren) are released, using the School Emergency List.

ISLA VISTA SCHOOL
SITE MAP 2009-2010

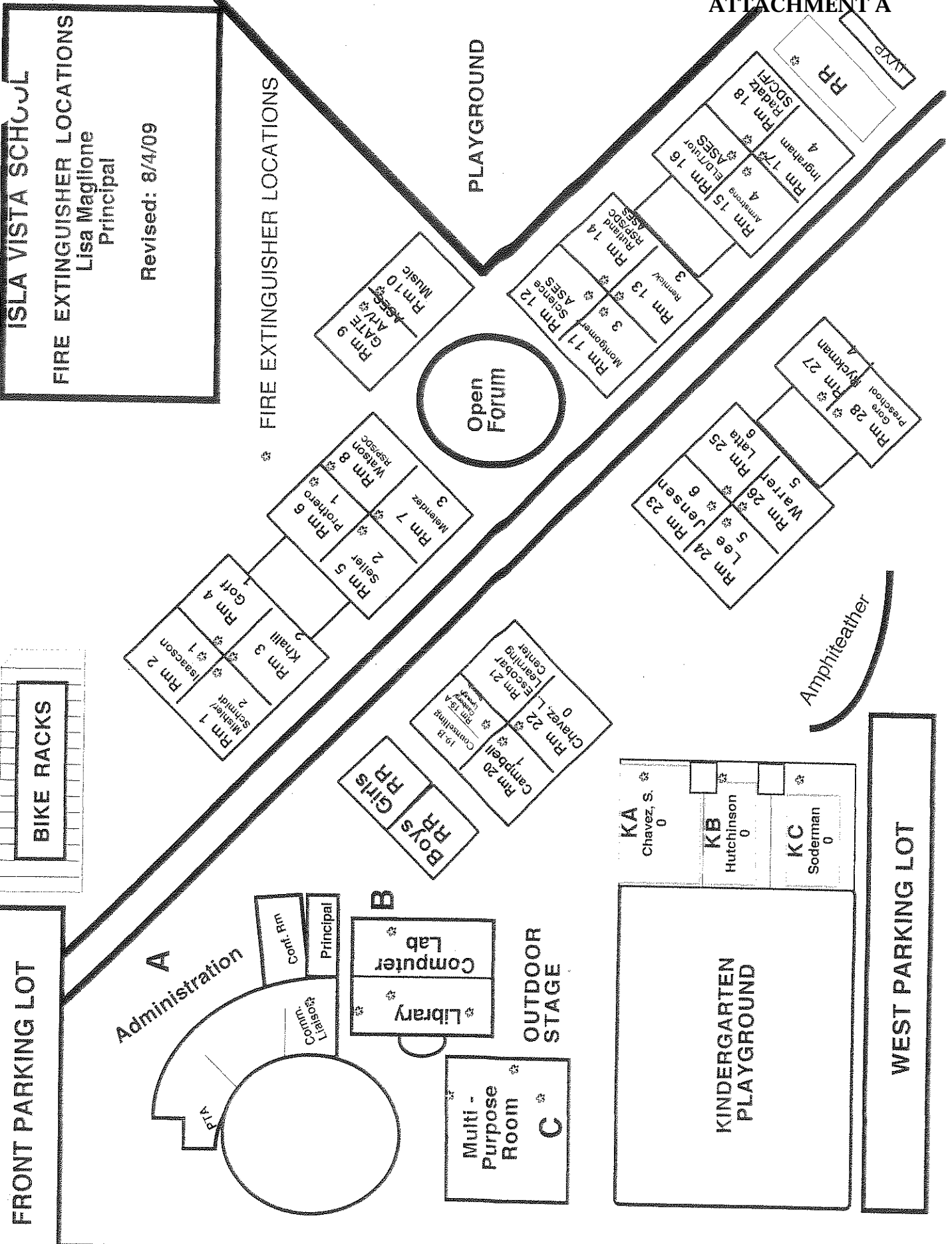
EVACUATION

Lisa Maglione
Principal

Revised: 8/4/09



EL COLEGIO ROAD



ISLA VISTA SCHOOL
FIRE EXTINGUISHER LOCATIONS
 Lisa Maglione
 Principal
 Revised: 8/4/09

BIKE RACKS

FRONT PARKING LOT

A
 Administration

Comm. Lab
 Principal
 Conf. Rm

B
 Library
 Computer Lab

C
 Multi - Purpose Room

OUTDOOR STAGE

KA Chavez, S.
KB Hutchinson
KC Soderman

KINDERGARTEN PLAYGROUND

WEST PARKING LOT

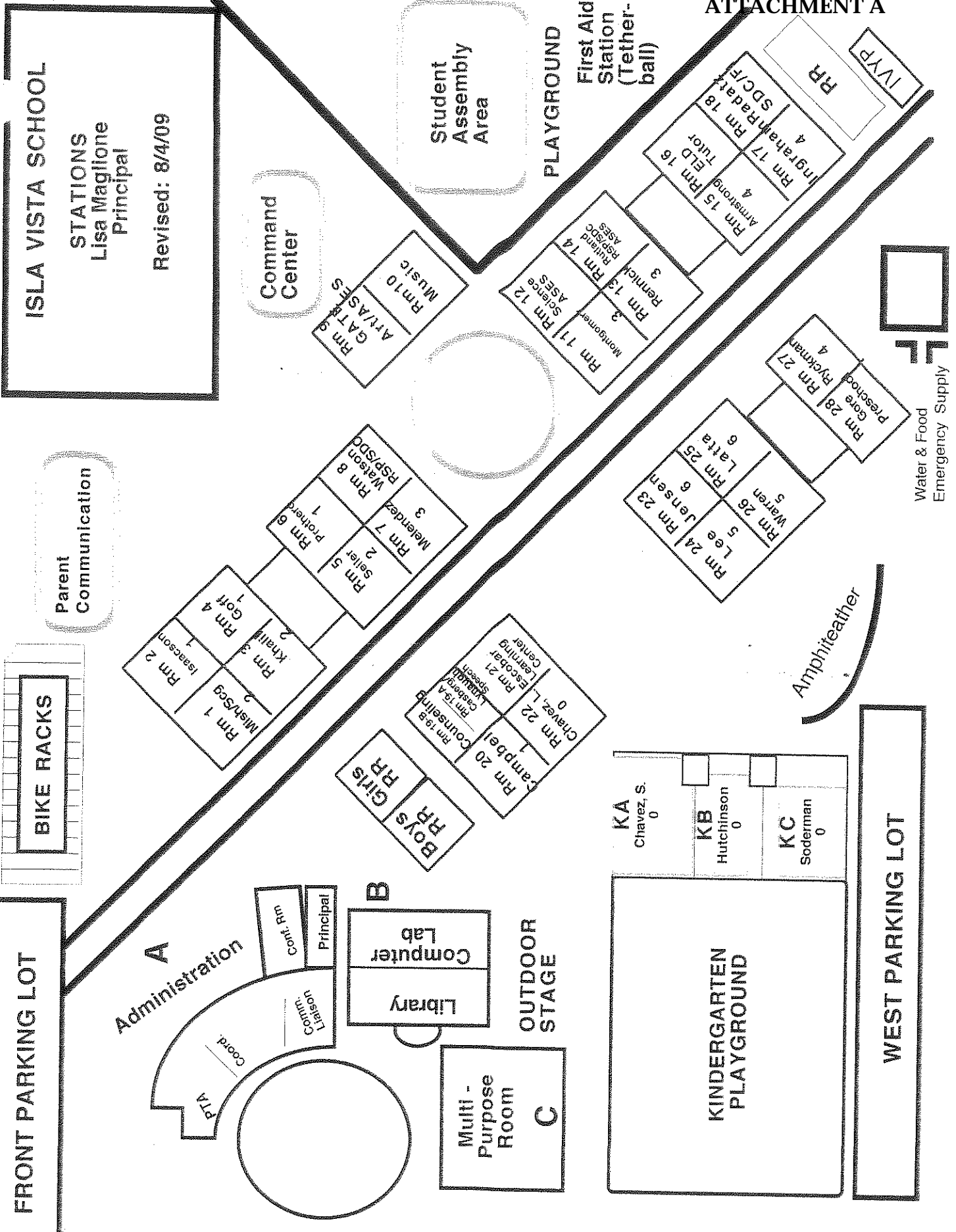
Open Forum

PLAYGROUND

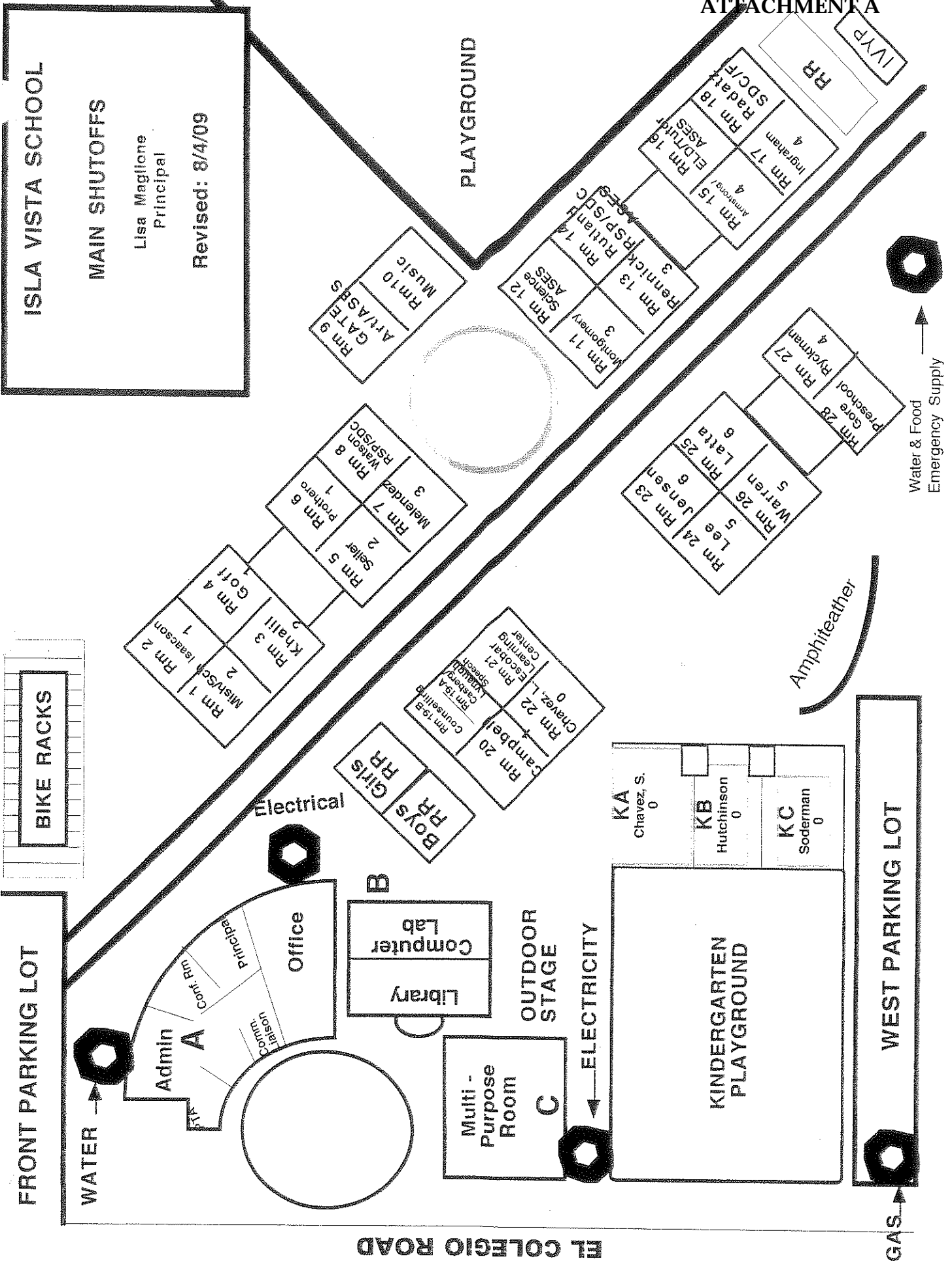
FIRE EXTINGUISHER LOCATIONS

Amphitheater

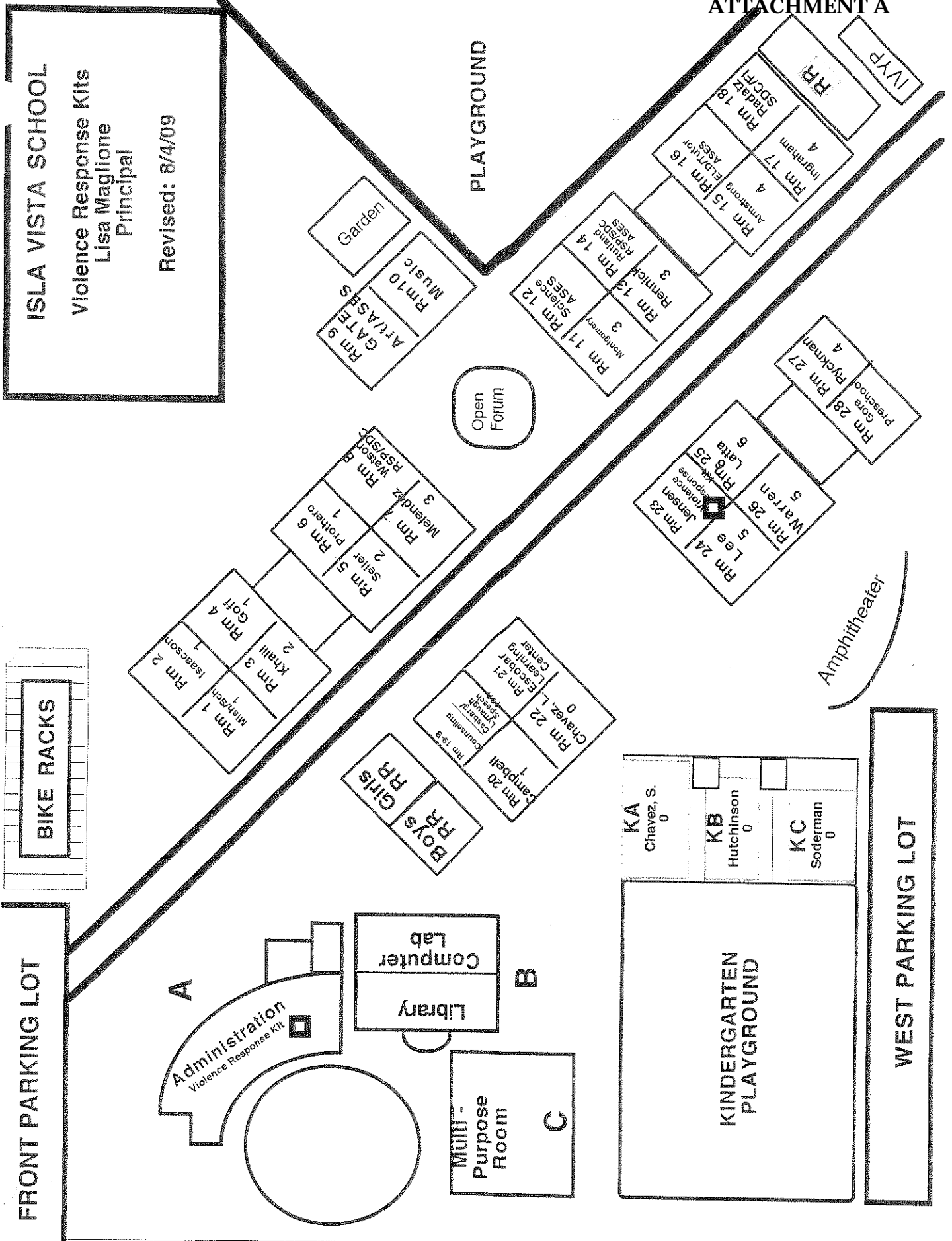
EL COLEGIO ROAD



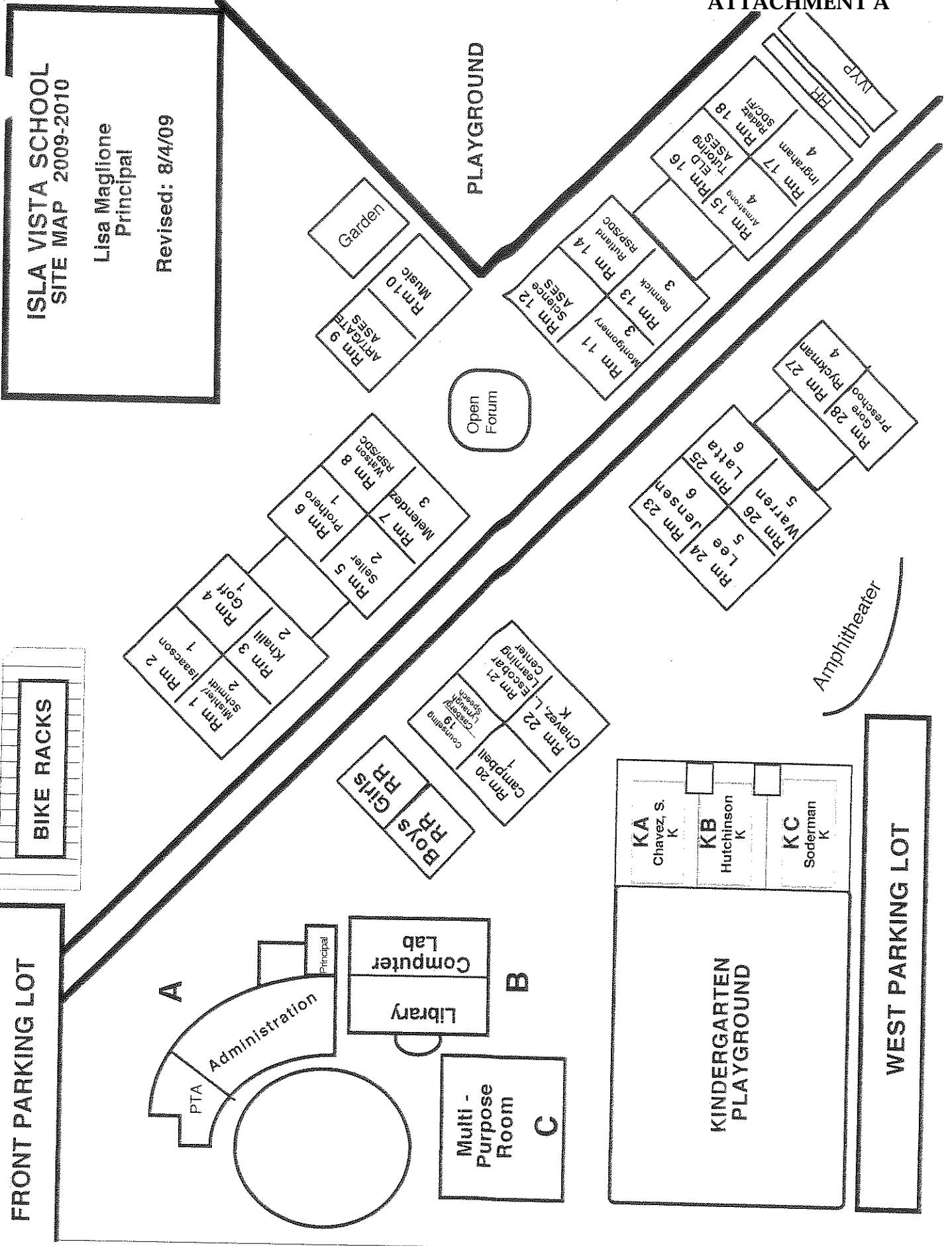
EL COLEGIO ROAD



EL COLEGIO ROAD



EL COLEGIO ROAD



EL COLEGIO ROAD

Teacher _____ Rm. _____

*Add to class list adults in the room (class list will be provided by office).

STAFF/STUDENT/OTHER REPORT FORM

Staff/Students/Other names: Last name, first name.	Present at field	Left behind List Condition: Air Bleeding Shock Trapped	Absent	In first aid- write who took them	Missing	Comments:
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						

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:	
SCHOOL EMERGENCY PREPAREDNESS STUDENT REPORTING FORM			

RUNNER FORM
 (Emergency Assembly/Parent Unification/Other)

Student Name:	
Room #:	
Requested by:	
Absent:	
First Aid:	
Missing:	
TEAR OFF	
Student name:	
Released by:	
Released to:	
Time:	
SCHOOL EMERGENCY PREPAREDNESS RUNNER FORM	

BATHROOM
PASS

BATHROOM
PASS

**SCHOOL EMERGENCY PREPAREDNESS
POINTS TO REMEMBER**

- Take the drill 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.
- Notify log keeper - **Lorena Chavez** of children left behind, check + report structural damage as well.
- 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 DRILL/REALITY
PART #1 WHEN YOU HEAR/FEEL All call
"earthquake"

"DUCK, COVER & HOLD"

REMEMBER:

- Duck, cover, and hold no matter where you are DO NOT RUN OR WALK FOR COVER, JUST DROP NEXT TO CLOSEST FURNITURE.
- Do not stand in doorways
- Get away from glass
- Every step you take increases your chances of getting injured-stay put until shaking stops

PART #2 AFTER THE SHAKING STOPS

STABILIZE LIFE THREATENING CONDITIONS: AIRWAY, BLEEDING AND SHOCK

EVACUATE STUDENTS TO THE EMERGENCY ASSEMBLY AREA

*LEAVE DOOR OPEN IF YOU HAVE LEFT INDIVIDUALS BEHIND, OTHERWISE CLOSE DOOR IN UNLOCKED POSITION

REPORT STUDENT NAMES LEFT BEHIND TO LOG KEEPER - LORENA CHAVEZ

COMPLETE STUDENT REPORT FORM - FILL IN THOSE LEFT BEHIND FIRST - then designate a person to finish taking roll if you are assigned to a team).

MAKE SURE YOUR STUDENTS ARE CARED FOR
PROCEED TO THE ASSIGNED AREA, IF DIFFERENT FROM THE
EMERGENCY AREA.

REMEMBER TO:

- 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

**Kellogg School
Comprehensive Safety Plan
2009-2010**

- I. Statement of Purpose
- II. School Crime Status
- III. Strategies and Procedures for School Safety
- IV. Child Abuse Reporting Procedures/Annual Staff Member Training
- V. Natural disaster and lock down procedures
- VI. Disciplinary Rules and Regulations and Assurance of Distributions
- VII. Procedure to Notify Teachers of Dangerous Students
- VIII. Discrimination and Harassment Policy
- IX. Dress Code Information
- X. Procedures for Safe Ingress and Egress
- XI. Safe and Orderly Environment Statement Conducive to School Learning (Mission Statement)
- XII. Hate Crime Reporting Procedures

Kellogg School Comprehensive Safety Plan 2009-2010

I. Statement of Purpose

This Comprehensive Safety Plan is designed to acquaint the reader with safety procedures related to the operation of Kellogg School. Several sections pertain only to Kellogg School while others reflect board policies. Attachments to the document provide detailed information about certain sections, e.g., Strategies and Procedures for School Safety, Discrimination and Harassment Policy and Hate Crime Reporting Procedures. The plan is considered a “living document” and open to revision by no later than March of each school year. Parents, staff and district personnel are invited to offer suggestions for improving the plan at all times.

II. Current Status of school crime committed on campus.

Prior Crime Incidence

Kellogg has a low incidence of crime committed on campus. It is generally limited to minor graffiti and some skateboarding destruction of cement slab areas around the school. In addition, this year our shed was vandalized, some tables were etched along with windows, and motion sensor lights were damaged.

Between July of 2007 and June of 2009, Kellogg School reported a few incidents of school vandalism at a total cost of \$678.00.

Current Situation

This year the school is experiencing more problems than usual. During the summer, many windows were etched and were replaced. A camera has been placed on the school to monitor activity in the evening.

III. Identified strategies and programs for promoting school safety.

Responsive Classroom

During the 2004-2005 school year and continuing through this school year, the entire staff of Kellogg School has participated in staff development focused on the Responsive Classroom materials and strategies. As a result of these trainings, all classrooms at Kellogg begin the day with a Morning Meeting.

Character Counts

Kellogg, like other Goleta schools, participates in the Character Counts program. This program focuses on 6 key pillars that define good behavior. Posters present in each classroom and other learning locations as well as a banner hung in the front of the school illustrate these pillars. In September the children are introduced or reintroduced to the pillars during special activities. Throughout the year, classroom teachers target one pillar a month for special attention.

Through these presentations, the importance of school safety is frequently addressed.

Playground

The playground supervisors either facilitate mediations or refer students to the office in the event of student disagreements or misbehavior. Depending on the type of misbehavior, a report of the incident is forwarded to the teacher, principal or parents. Consequences for misbehavior are matched to the behavior itself. School safety is of primary concern when misbehavior consequences are addressed. Codes of behavior are addressed in the student and parent handbooks. The principal holds monthly meetings with the playground supervisors to discuss playground issues.

Principal Visits

The principal holds an assembly during the first week of school to review school expectations, as they are grade level appropriate. She makes a point of focusing her discussions through the lens of the Responsive Classroom and Character Counts programs. She also makes periodic visits to discuss classroom and playground behavior throughout the year. Again, school safety is of primary concern. Students “Caught Doing Something Good” are recognized at the Wednesday morning flagpole assembly.

Kindergarten

The kindergarten area is fenced and gated. The gates are kept closed except when adults walk children to various locations. Students who are not picked up are taken to the office until parents or other childcare providers pick them up.

Primary Grades

At the close of each day, all primary (grades 1-3) children who are not picked up immediately by their parents wait in our fenced kindergarten area for their ride. This ride might include: parents, school bus, or day care busses. All students are carefully supervised until they are released to the proper adult.

Upper Grades

Older students are instructed to enter and leave the campus following rules of pedestrian safety, e.g., look both ways before you cross the drive in or drive out area. Each family receives a written description of parking lot procedures. Children waiting to be picked up wait in the kindergarten yard for their rides.

All Students

Classroom safety, respect for the environment, school cleanup and the Golden Rule are critical aspects of the daily life at Kellogg. Community service is a part of the school experience. Grade 6 students must earn 10 hours community service each year.

Student Handbook

Grades 4-6 students receive a handbook that describes school expectations. This handbook is available to primary teachers for easy reference as needed for the younger children. The older students are expected to know what is in the

handbook and how it pertains to keeping the school a safe place. Playground supervisors advise the children of safe procedures for playground play and travel pickup areas.

Parents

Parents receive a copy of expected Parking Lot procedures each year. This set of procedures was developed through consultation with the school site council, the PTA, staff, the Goleta police department and input from the district management team. These procedures detail how parents are to enter and leave the parking lot areas, where to pick up their children and how the childcare providers are to pickup students. One playground supervisor reminds parents of these procedures at the close of each day whenever there is a need and facilitates parking lot procedures from the front of the school.

Identification Badges

For everyone's safety and to facilitate in the identification of persons who do not belong on campus, the District provides identification badges for all staff, volunteers, and visitors. Employees wear their badge at all times. If a badge is lost or misplaced, a new one may be obtained by telephoning or e-mailing Bruce Talgo at 200-227 or btalgo@goleta.k12.ca.us.

Substitutes, volunteers and visitors who come on campus must stop by the office and sign out a badge. All staff will ask them to do so.

Crossing Guard

One crossing guards is on duty at from 7:45-8:15 a.m. and from 2:50-3:15p.m. (1:55 – 2:20 p.m. on Thursdays) each day at the Kellogg parking lot entrance.

IV. Child abuse reporting procedures and annual training for relevant staff members.

Reporting

Teachers and support personnel report any comments that students make in their presence regarding child abuse to the principal, nurse or school office staff. Reports are filed and followed up with an immediate phone call made to CPS. When CPS arrives every effort is made to secure the most comfortable interview situation with the child. If the child requests a school representative to be present, a known staff member will sit in on the meeting. In addition to this first procedure, Kellogg follows these district guidelines: "Under the law, you have an obligation to report known and suspected incidents of child abuse. Section 11166 of the Penal Code requires any child care custodian, medical practitioner, nonmedical practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of a child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. Your duty to report is individual, and no administrator or supervisor may impede or inhibit your duty to report, although you may also report to your administrator, supervisor or the school nurse.

Common District practice is for you to refer any known or suspected incidents of child abuse to the school nurse and/or the school principal so that these individuals, who are familiar with the procedures, can make the appropriate report to a child protective agency. **However, if the school nurse or principal indicates that they will not be making a report to a child protective agency, and you know or reasonably suspect that abuse has occurred, you have the obligation to report to a child protection agency.**” (Source-Goleta Union School District Certificated Handbook) (See Attachment B and C.)

Annual Training

A review of procedures for reporting such incidents occurs annually during principal meetings with staff. This may be at a staff meeting, a playground supervisors’ meeting or on an individual basis as the need arises. If any question arises as to the need to make a report, a staff member may defer to the school psychologist, principal, nurse or office staff to help them judge whether to contact CPS or not. Our guiding premise is that it is our principle duty to report, it is up to CPS to decide whether or not to proceed with an investigation.

V. Natural disaster and lock down procedures.

Kellogg has a detailed Emergency Plan that outlines Natural disaster, Lockdown and Chemical Spill safety procedures. (See the Kellogg Emergency Plan for details regarding these procedures, Attachment D.)

VI. Listing of disciplinary rules and regulations, including suspension and expulsion and assurance that this has been distributed to all students and families.

Student Handbook

The student handbook details school expectations, rules and consequences for misbehavior. This handbook is updated annually and given to all grades 4-6 students in September of each year. (See Attachment E.)

Parent Handbook

A parent handbook details disciplinary rules, regulations and important policy procedures related to complaints, harassment and consequences of misbehavior by students. This handbook is updated annually and given to all K-6 families each year. This handbook is in both English and Spanish.
(See Attachment F.)

VII. A procedure to notify teachers of dangerous students pursuant to section 49079.

Procedure

Past teachers, the principal or members of the Child Study Team inform new teachers as to any behaviors of students that might be termed “dangerous”. As suspension information is now kept in the CUM folder, teachers may refer to

documents regarding such behavior when they review on-going student documentation. Although confidentiality is key, quite often a child's "dangerous" behavior is well known due to outbursts that occur in the presence of several witnesses. The Kellogg School principal reviews the individual progress of each student two times a year with classroom teachers. At that time, any reference to the past or potential "dangerous nature of a child's activity" is discussed in detail along with appropriate intervention planning. The Kellogg School principal keeps a list of all students suspended (form 49079, Appendix H) for acts of violence. Ultimately, the principal is responsible for informing the teachers of those students who might be in their class. Student names remain on this list for three years from the time of their suspension.

VIII. **Discrimination and harassment policy with prohibition against discrimination.**

Parent Handbook

The Parent Handbook includes reference to Board Policy 3910 Harassment: discrimination and harassment. (See Attachment F)

Certificated and Classified Handbooks

The employee handbooks guide Kellogg's discrimination and harassment policies. State and Federal law, and Board Policy 3910 strictly forbid harassment of any person by an employee of the District.

If you believe that you have been the victim of harassment or if you have Witnessed harassment, please be sure to make a report following the procedures outlined in the policy that follows.

Board Policy 3910 – Harassment Policy

Harassment of any person in the education or work setting of the district by any employee on the basis of race, religious creed, color, national origin, ancestry, physical handicap, disability, medical condition, marital status, sex, or age will not be tolerated.

Regulations/Procedures

Disciplinary action up to and including termination will be instituted for behavior described in the following definition of harassment. Any retaliation against a person for filing a harassment charge or making a harassment complaint is prohibited. Retaliation includes, but is not limited to, denial of any right, benefit, or privilege to a complainant based on the filing of the complaint. Employees found to be retaliating against a complainant shall be subject to disciplinary action up to and including termination.

DEFINITION

Harassment includes, but is not limited to:

1. **Verbal Harassment** – For example, epithets, derogatory comments or slurs on the basis of race, religious creed, color, national origin, ancestry, physical handicap, disability, medical condition, marital status, sex or age.
2. **Physical Harassment** – For example, assault, impeding or blocking movement, or any physical interference with normal work or movement when

directed at an individual on the basis of race, religious creed, color, national origin, ancestry, physical handicap, disability, medical condition, marital status, sex or age.

3. **Visual Forms of Harassment** – For example, derogatory posters, notices, bulletins, cartoons, or drawings on the basis of race, religious creed, color, national origin, ancestry, physical handicap, disability, medical conditions, marital status, sex or age.

4. **Sexual Harassment** – Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or education setting, under any of the following conditions:

- a. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress;
- b. Submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
- c. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment;
- d. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

e **COMPLAINT PROCEDURE**

A. Filing: A person who believes he or she has been harassed may address a complaint orally or in writing to any of the following:

Any Principal or Assistant Principal
 Immediate Supervisor

Department Head within or outside of the department

Assistant Superintendent, Administrative Services Superintendent

The person who receives the complaint shall give a copy of this policy to the complainant.

B. Notification: Any supervisor or administrator who receives a harassment complaint must immediately notify the Assistant Superintendent, Administrative Services.

C. Procedure: Upon notification of a harassment complaint, the Assistant Superintendent, Administrative Services shall:

1. Authorize and supervise the investigation of the complaint and/or investigate the complaint. The investigation will include interviews with a) the complainant to obtain a factual written statement of the complaint, b) the accused harasser, and c) any other persons the Assistant Superintendent, Administrative Services has reason to believe has relevant knowledge concerning the complaint. This may include victims of similar conduct;

2. Review factual information gathered through the investigation to determine whether the alleged conduct constitutes harassment, giving consideration to all factual information, the totality of the circumstances, including the nature of the verbal, visual, physical, or sexual conduct and the context in which the alleged incidents occurred;

3. Report the results of the investigation and the determination as to whether harassment occurred to appropriate persons including the

complainant, the alleged harasser, the supervisor, and the department head. The complainant shall be informed that appropriate action has been taken, though the nature of disciplinary action, if any, shall not be divulged to the complainant;

4. If harassment occurred, take or recommend prompt and effective remedial action against the harasser. The action will be commensurate with the severity of the offense;

5. Take reasonable steps to protect the victim and other potential victims from further harassment;

6. Take reasonable steps to protect the victim and other potential victims from any retaliation as a result of communicating the complaint;

7. Take steps to protect the confidentiality of all persons involved in the complaint. Files pertaining to complaints under this process shall not be made available to the general public;

8. If appropriate, take action to remedy the victim's loss, if any, which resulted from the harassment. The investigation and all steps following it shall be carried out as expeditiously as possible. A decision is made affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

APPEAL

If either the complainant or the alleged harasser is not satisfied with the disposition of the complaint, he or she may appeal to the Superintendent who shall inform the Board of the appeal, review the facts and documents pertaining to the complaint, and take whatever action she or she deems appropriate. If either the complainant or the alleged harasser is not satisfied with the Superintendent's action, he or she may ask the Board to review the matter in closed session.

DISSEMINATION OF POLICY –

All employees shall be sent copies of this policy and an information sheet from the Department of Fair Employment and Housing annually in September or upon initial employment, and this policy shall be posted at each work site in the district. Students and parents shall receive information on the complaint procedure annually in September. Harassment, as defined above, violates Title VII of the Civil Rights Act of 1964, the Civil Rights Act of 1991, the California Government Code, the California Education Code, and regulatory guidelines of the Equal Employment Opportunity Commission, and the California Department of Fair Employment and Housing.

April 21, 1993 Certificated & Classified Handbooks (See attachment B & C)

IX. Dress Code

Kellogg student dress code is compliant with GUSD Board of Trustees policy and is delineated in the parent and student handbooks. (See attachments E and F)

X. Procedures for safe ingress and egress of pupils, parents and school employees to and from school.

Parking Lot Procedures

As mentioned above, there is a Parking Lot Procedures document that goes out to parents on an annual basis. The school site council, the PTA, staff with contributions from the district management team, developed this document. See Attachment G.

Staff Parking

Staff members park in staff designated spots with in the parking lot. Parents park in the spots designated visitor.

Students

Students ride in cars, walk, and ride bikes to school. Cars enter the lot in an orderly fashion through designated lanes. Students follow rules of pedestrian safety. Bike riders must walk on to the campus and across all crosswalks.

XI. Paragraph relating to the safe and orderly environment, which is conducive to learning at the school.

Mission Statement

Kellogg's Mission Statement reflects our philosophy of a safe and orderly environment:

Kellogg School is dedicated to promoting academic excellence and fostering a sense of personal responsibility. Our mission is to encourage all children to fulfill their greatest potential in a positive learning environment through commitment to high standards and collaboration with the community.

XII. Hate crime reporting procedures.

Kellogg follows the guidelines set forth in Board Policy 4500 Student Conduct/Discipline, V A, q, ECS48900: "... a pupil in grades 4-12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined, in subdivision (3) of ECS 33032.5."

At Kellogg, the principal will interview a student referred to the office for a Hate Crime. The parent will be contacted and an appointment set up to discuss the incident. Depending on the outcome of this meeting, the principal will determine whether suspension or expulsion should be recommended. If the student is to be suspended, appropriate paperwork will be completed for the suspension and "Hate Crime" will be indicated on the form. The form will then be forwarded to the Assistant Superintendent of Pupil Services. If expulsion appears to be what is necessary, the principal will contact the Assistant Superintendent of Pupil Services to determine next steps.



GOLETA UNION SCHOOL DISTRICT
Pupil Personnel/Special Services

Disaster Shed

DISTRICT ISSUED items	Items Inventoried (Please check)	Items needed to order (Give count)
24 Batteries-AAA (walkie talkie)		
4 Batteries-D (flashlight)		
2 Bed pans		
Blankets , space (amount based on enrollment)		
1 Can opener		
1 bx Chalk 12/bx		
10pk Cups 6 oz, 100/pk		
1 Flashlight (uses 2 D-batteries)		
Food bars (amount based on enrollment)		
4 Glasses, safety		
2 pr Gloves, work		
6 Hand sanitizer 12oz bottle		
4 Hard hat		
2 Porta-potti		
1 Porta-potti bags 250/rl infectious waste		
2 Privacy shelter		
1 Radio am/fm (wind up)		
1 Rope 250'		
1 Stretcher- heavy duty metal		
2 Stretcher- life & lite		
2 rls Tape-yellow caution		
1 Tarp 10x20		
1 cs Toilet paper 96 rl/cs		
1 Tool kit		
1 Tool-axe, lrg		
1 Tool-axe, small		
1 Tool-bolt cutter		
1 Tool-36" crowbar		
1 Tool-shovel		
1 Tool-4 in 1		
1 Tool-bung wrench		
1 bx Towel rolls (district issued) 4/bx		
6 Vest, safety		
2 Urinal, male		
2 Urinal, female		
4 Walkie-talkie (uses 3 AAA batteries)		
4 Water bags 2.5 gl		
3 Water barrel		
3 Water drum spigot		
3 Water piston pump		
1 set Wood blocks for cribbing		

Date _____ Name of person doing inventory _____ School _____



GOLETA UNION SCHOOL DISTRICT
Pupil Personnel / Special Services

Rescue Packs

DISTRICT ISSUED items	Items inventoried (Please check) Pack #1	Items inventoried (Please check) Pack #2	Items inventoried (Please check) Pack #3	Items needed to order (Give count)
1 Back-pack/ duffle bag				
4 Batteries "D" (flashlights)				
1 rl Caution tape				
1 Crow bar				
4 Door stops				
1 rl Duct tape				
2 Flashlights				
1 Gloves				
1 Hard hat				
4 Light stick				
1 Lumber marking crayons				
2 Mask				
1 Rope				
1 Safety glasses				
1 Tool - 4 in 1				
1 Tool - Window punch				
1 Vest				
4 pck Water packets				

/amh

Date Name of person doing inventory School



GOLETA UNION SCHOOL DISTRICT
Pupil Personnel/Special Services

Trauma First Aide Kit (Ice Chest)

DISTRICT ISSUED items	Items inventoried (Please check) Kit#1	Items inventoried (Please check) Kit#2	Items needed to order (Give count)
4 Adhesive tape 1" x 10yds			
1 bx Ammonia amp 10/bx			
3 bx Bandage gauze pads 3"x3" 100/bx			
3 Bandage gauze pads 5"x9"			
12 rls Bandage stretch gauze 2"x6 yds			
12 rls Bandage stretch gauze 4"x6 yds			
4 Bandage triangle 40" dressing			
1 bx Band-aids 1"x3" 100/bx			
1 bx Band-aids 2"x4 1/5" 25/bx			
2 Batteries "D" (flashlight)			
5 Blankets large disposable emergency			
1 Container - ice chest			
1 Flashlight (uses 2 "D" batteries)			
1 bx Gloves 100/bx			
10 Icepacks instant			
1 pck Paper, index cards			
1 Pen, marker			
2 Pencils			
2 pk Safety pins 22/pk			
1 Scissors child size			
3 Splints 15"			
3 Splints 36"			
1 bx Towelettes for cleansing 100/bx			
1 Tweezers (sharp pointed)			

/amh

Date _____ Name of person doing inventory _____ School _____



GOLETA UNION SCHOOL DISTRICT

Pupil Personnel and Special Services

September, 2009

TO: Principals
FROM: Jackie Law, Assistant Superintendent
Pupil Services /Special Services
RE: Safety Checklist

Please return this information to the Special Service office no later than October 1, 2009.

Natural disaster drill:	Date: <u>9/24/09</u>	Time: <u>10:30 a.m.</u>
Lock-down drill:	Date: <u>11/19/09</u>	Time: <u>8:30 a.m.</u>
Monthly fire drill:	Date: <u>8/26/09</u>	Time: <u>11:15 a.m.</u>
	Date: <u>9/24/09</u>	Time: <u>10:30 a.m.</u>
	Date: <u>10/15/09</u>	Time: <u>9:00 a.m. - Shake Out</u>
	Date: <u>11/19/09</u>	Time: <u>8:30 a.m. - Lockdown</u>
	Date: <u>12/14/09</u>	Time: <u>1:15 p.m.</u>
	Date: <u>1/12/10</u>	Time: <u>2:30 p.m.</u>
	Date: <u>2/10/10</u>	Time: <u>8:30 a.m.</u>
	Date: <u>3/18/10</u>	Time: <u>11:30 a.m.</u>
Date: <u>4/19/10</u>	Time: <u>11:15 a.m.</u>	
Date: <u>5/17/10</u>	Time: <u>9:45</u>	

Completed Inventory of Disaster Shed

Completed Inventory of Trauma kits (ice chest)

Completed Inventory of Violence Response Kits

Completed Disaster Plans:

Copy of plan attached

I will send a copy of the plan by: _____

Completed by: Lisa Maglione School: Isla Vista

JL:ah



MEMORANDUM

DATE: February 26, 2010

TO: Goleta Union School District Board of Trustees
Goleta City Council

FROM: Dan Singer, City Manager

SUBJECT: Safety and Capital Improvement Projects Around School Sites

Goleta's Community Services Director and City Engineer, Steve Wagner, will provide the Board and Council with a PowerPoint presentation on this subject matter. Steve Wagner will speak about the City's recent and past capital improvement and safety improvement projects which serve the Goleta Union school sites. He will also highlight future improvements that achieve this goal.



MEMORANDUM

DATE: February 26, 2010

TO: Goleta Union School District Board of Trustees
Goleta City Council

FROM: Dan Singer, City Manager

SUBJECT: Redevelopment Agency Funding and Pass Thru Payments and Public Safety Report

At Thursday's joint meeting, the City's Redevelopment, Neighborhood Services and Public Safety Director, Vyto Adomaitis, will provide a PowerPoint presentation relating to the City's Redevelopment Agency and corresponding funding. Redevelopment Agencies provide a unique tool for local governments to work toward the goal of eliminating blight, stimulating private development or redevelopment, and focusing on low-income housing opportunities. The funding mechanism for Redevelopment Agencies and the "pass-thru" payments to other entities such as school districts is quite unique and worthy of a brief overview.

Mr. Adomaitis will highlight some of Goleta's Redevelopment Agency priorities and will also discuss the City's public safety efforts, especially in the area of our youth population and school sites. Mr. Adomaitis will be joined by the City's Chief of Police, Lt. Phil Willis.



Redevelopment, Neighborhood Services & Public Safety

Presentation to Joint City Council/Goleta Union School District Board

March 4, 2010

**Presented By:
Vytautas "Vyto" Adomaitis
Director**

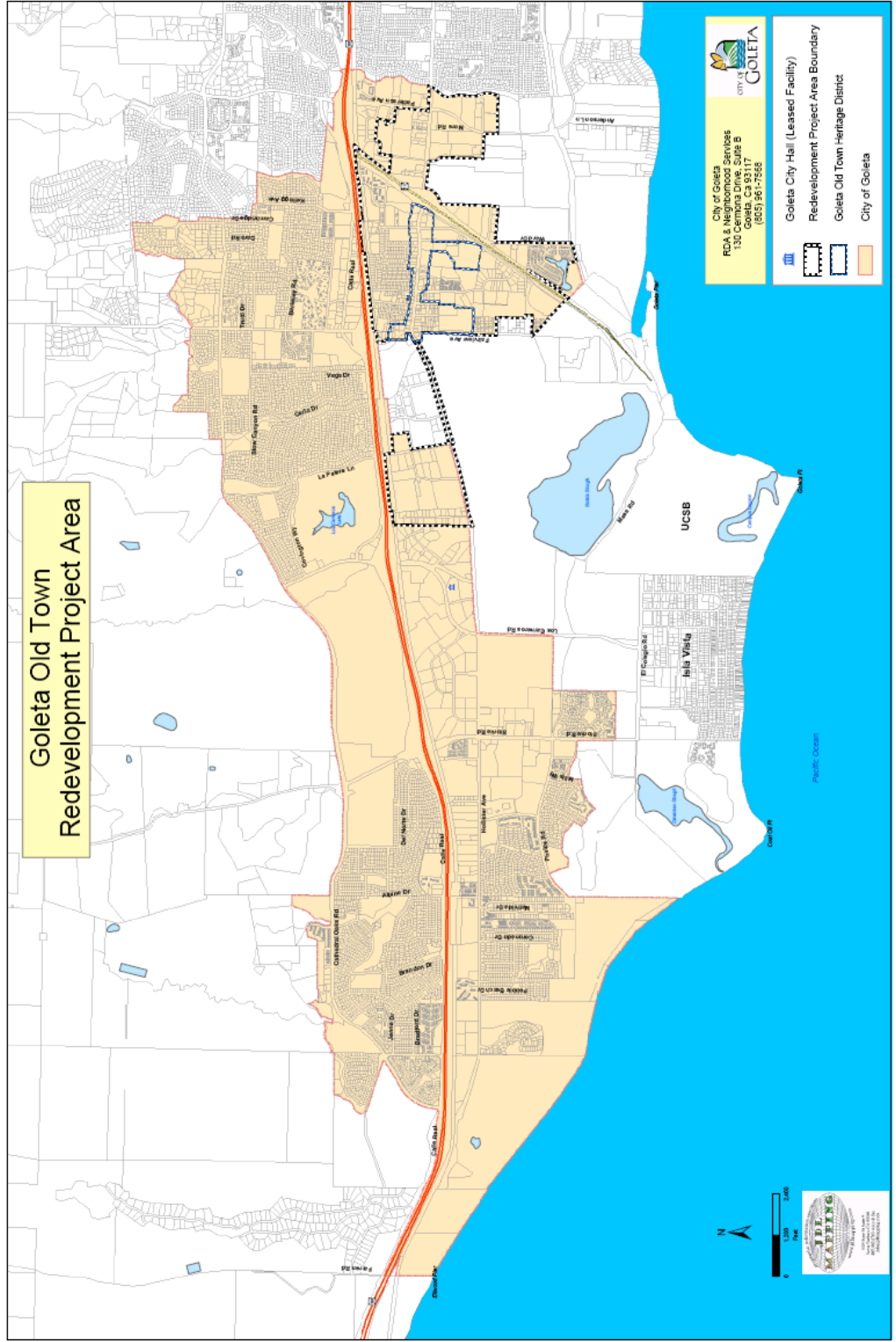


Goleta RDA-Summary

- The County of Santa Barbara originally adopted the Goleta Old Town Redevelopment Plan in June of 1998.
- Upon the City's of Goleta's incorporation, the Goleta City Council assumed control of the Plan from the County.
- The Goleta City Council serves as the RDA Board.
- Project Area is approximately:
 - 595 acres
 - 1,300 parcels
 - 12% of the total area of the City



RDA for the City of Goleta





Goleta RDA-Activities

- **Public Infrastructure**
 - Flood Control Improvements
 - Traffic and Circulation Improvements
 - Public Park Acquisitions and Improvements

- **Affordable Housing**
 - Development of 200 Unit Sumida Gardens
 - Housing Rehabilitation Program

- **Slum/Blight Removal**
 - Storefront Façade Improvement Program

- **Economic Development**
 - Implementation of City's First Adopted Economic Development Strategic Plan
 - Assisting Projects in the RDA- ATK Space Systems, Fairview Business Center



RDA Revenues

- The RDA has no power to set tax rates or levy property taxes.
- Tax Increment assumes a revitalized project area will generate more property taxes than were being produced before redevelopment.
- Tax Increment is the primary source of revenue that redevelopment agencies have to undertake redevelopment projects.
- In order to collect Tax Increment, the RDA has to incur debt by financing revitalization efforts.
- Thus, property Tax Increment revenues are the result of the rise in property values, not an increase in tax rates.

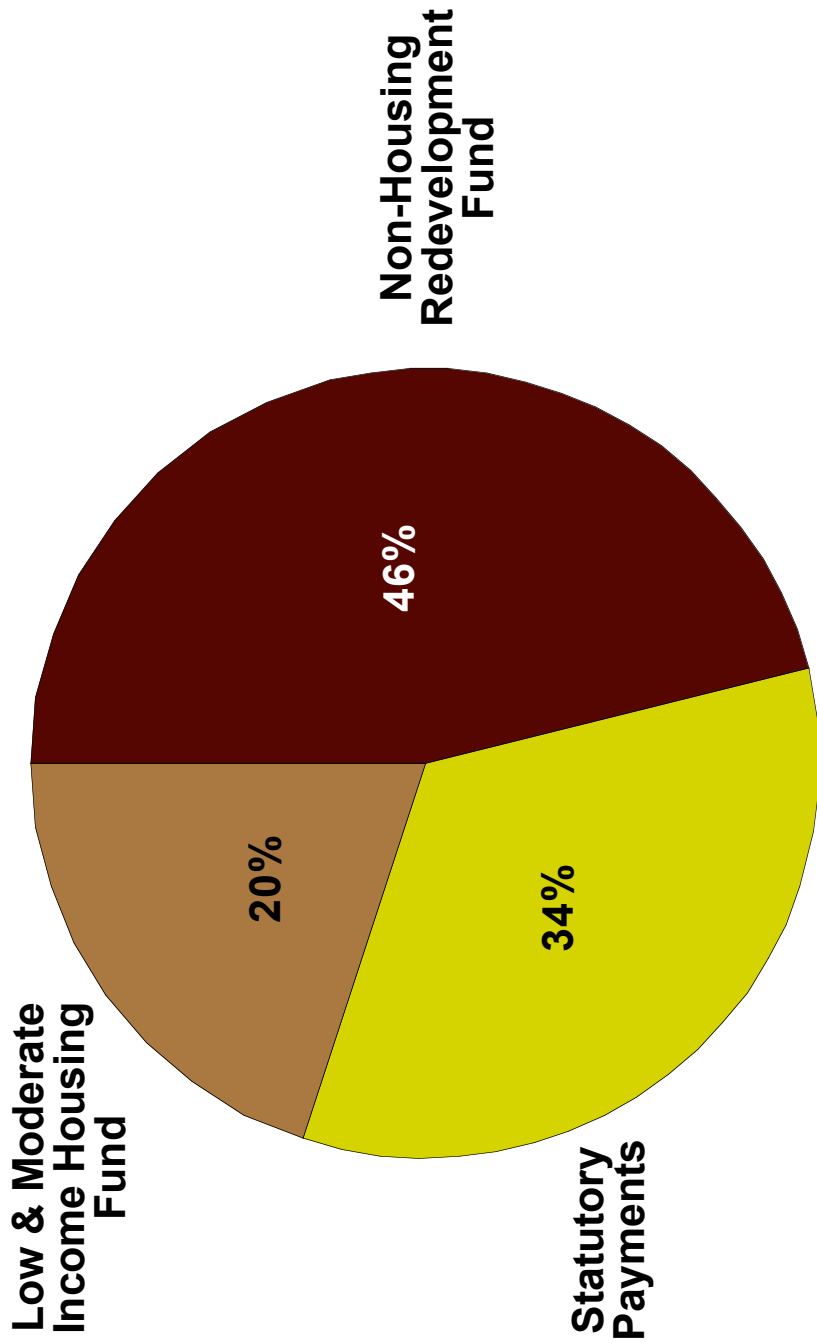


RDA Jurisdictional Impacts

- Tax Increment financing does not reduce revenue allocated to school districts.
- Taxing entities serving the project area continue to receive all the tax revenues they were receiving the year the project area was formed.
- In addition, taxing entities receive a portion of the incremental increase in property tax revenues from a redevelopment project area.
- Since FY 1999-00, the RDA has made statutory payments to taxing entities that receive a portion of the property taxes derived from the Project Area.
 - This is mandated by Section 33607.5 of the Redevelopment Law.

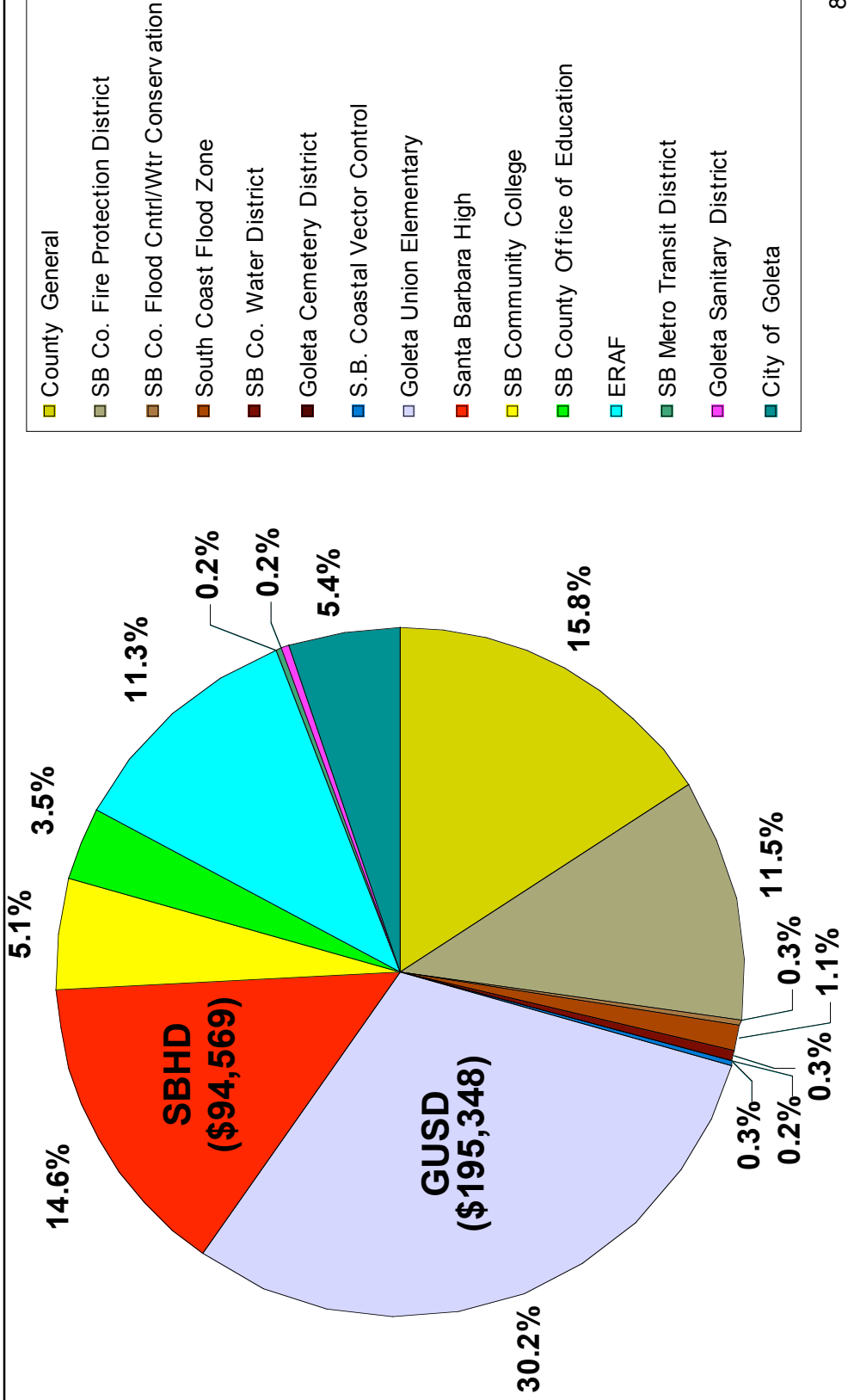


RDA TI Distribution Over 46 Years





FY 2008-09 Pass-throughs



Total Pass-throughs: \$646,907

Paid To Taxing Agencies Pursuant To: H & S Code 33607



ERAF Payments

- Educational Revenue Augmentation Fund (ERAF)
 - Established for the deposit of moneys deducted and transferred from counties, cities and special districts (R&T Code §97.2). ERAF is often referred to as the property tax shift.

- ERAF payments are determined by the County Auditor in accordance with the State's distribution formula.

- Subject of litigation between RDAs statewide and the State of California.

- Handout Materials



Public Safety

- Public Safety is one of the City of Goleta's highest priorities.
- The City provides public safety services through a contract with the Santa Barbara County Sheriff's Office.
- The City's contract with the Sheriff's Department includes:
 - School Resources Deputies
 - Established presence in High School and Jr. High
 - DARE Program
 - Community Resources Deputy
 - Neighborhood Watch
 - Business Watch
 - Neighborhood/Business Advisories
 - Gang Enforcement



Public Safety-Motors

- The City has the largest motor traffic unit in the County and has created motor traffic safety interest in other contract cities.
 - The Unit is comprised of four motorcycle officers.
 - Reduction in major traffic accidents/fatalities each year since incorporation.
 - In 2009, the Unit issued 2,129 traffic citations. This includes the “Click it or Ticket” Seatbelt Statewide Safety Program.

- In addition to regular traffic patrol, the unit also performs the following important safety duties:
 - DUI Checkpoints/Crosswalk Safety Enforcement
 - School Zone Traffic Enforcement-Working with Schools and PTA
 - Commercial Vehicle Enforcement
 - Assisting the Safe Routes to School Program
 - Public Announcements and Updates
 - Special Events and Traffic Management

March 4, 2010

Use of District Facilities

Ralph Pachter, Assistant Superintendent, Fiscal Services

Board Brief

The use of District facilities and playgrounds by the community is governed by the tenets of the Civic Center Act which is rooted in the Education Code and expressed in Board Policy 1330. The current fee schedule structure for use of facilities was adjusted on February 10, 2010, and represents a 25% increase to rental rates since the previous adjustment in February 2005. The District has traditionally extended every courtesy to youth and other community groups wishing to use facilities and grounds.

Civic Center Use

Education Code Sections 32282 and 38130 to 38139, provide the framework for establishing proper use of school facilities by the community. The Board retains the right to set rates for Direct Costs and Fair Rental Value.

Generally, District staff has tried to limit the rental cost to nonprofit groups that provide educational and recreational opportunities for children in the community. Use by for-profit groups, or organizations that do not provide services to youth or schools are charged at least Direct Costs, and usually Fair Rental Value rates. Vigorous attempts are made to verify the nonprofit status of applicants in order to properly determine whether a facilities fee should be charged.

The four District schools that are located in the City of Goleta, (La Patera, Brandon, Kellogg and Ellwood Elementary Schools) all have playfields that are used regularly by community youth athletic organizations such as, American Youth Soccer Organization, Goleta Valley South Little League, Page Youth Center, Youth Football League and others. Most of the scheduled uses of District fields are for after school sports practices. Generally, if the applicant is a nonprofit organization, and the use is prior to 5 p.m. on weekdays, then fees are waived consistent with the provisions of the Civic Center Act. Permits granted for use after these hours, on weekends, or, during non-school days, generally have fees charged due to the need for restroom facilities.

Community Use of Facilities

The District does not monitor playfields after school hours, and groups that apply for a use permit are given priority for the specific use of that field. Each group, whether paying a fee or not, is asked, on an honor system, to share fields whenever possible to ensure that neighborhood residents have access to recreational space on a walk-up basis.

The open campus nature of our school sites allows Goleta residents the freedom to use the facilities. The District has tried to balance this access by the community, the benefits of providing space for organized after school sports and the financial implications of

daily use of these facilities. Tournaments and special use requests usually are charged the higher fee rate, or fees are negotiated for multi-day events. Attached for reference is a recent profile of use and fees collected by school

Fee Schedule

The rental rates below were adopted by the Board on February 10, 2010. These fees recover a minimal amount of the true cost of maintaining playfields. The District has a rigorous maintenance protocol, but the demand for nearly year-round daily use prevents fields from resting for long enough periods to allow professional, or college athletics condition standards to be sustained.

Fee Schedule for Facility Use		
Facility	Direct Cost	Fair Value
Boardroom/per hr.	37.50	58.75
Classrooms/per hr.	26.25	38.75
Computer Lab/per computer	7.50	n/a
MPR/ with restrooms/hr.	37.50	58.75
Library	26.25	58.75
Athletic Fields/per hr.	13.75	21.25
Playground/parking	7.50	10.00
Restrooms:		
School year, school days		
Before 5:00 p.m.	no charge	no charge
All other	36.25	36.25

Direct Costs were determined to be those costs of supplies, utilities, services and employee salaries necessitated by the organization's use of the facilities.

Fair Rental Value includes Direct Costs, plus the amortized costs of the facilities used for the duration of the activity.

City of Goleta and Goleta Union School District Joint Field Use

There may be interest in exploring the idea of GUSD and the City of Goleta creating a joint scheduling framework, or establishing a protocol for after school and weekend use of District playgrounds. The goal may be to maximize use and revenue. As previously noted, the fields are currently heavily used, both by groups applying for use permits, and informally by neighborhood residents. Fees collected by GUSD are modest when measured against the annual cost of maintaining these facilities.

A separate consideration is that any agreement between the City of Goleta and GUSD would only involve four of the nine District schools, and policy equity issues would need to be addressed.

Summary

The District's policies and procedures for use of school site playgrounds places a priority on student after school athletic and recreational activities. Unrestricted community walk-up use of playgrounds as neighborhood public facilities is also supported by the GUSD Board. Modest fees are charged for other uses. The field use fees are not intended to cover major upgrades, but do help offset a portion of the basic operating costs. A joint use strategy with the City of Goleta could be developed for four of the District's nine schools, but this may alter the current pattern of utilization by youth, nonprofit and adult organizations.

USE OF SCHOOL FACILITIES

The Governing Board recognizes that district facilities and grounds are a community resource and authorizes their use by community groups for purposes provided for in the Civic Center Act when such use does not interfere with school activities.

(cf. 6145.5 - Student Organizations and Equal Access)

All school-related activities shall be given priority in the use of facilities and grounds under the Civic Center Act. Thereafter, the use shall be on a first-come, first-served basis.

The Superintendent or designee shall maintain procedures and regulations for the use of school facilities and grounds that: (Education Code 38133)

1. Aid, encourage, and assist groups desiring to use school facilities for approved activities
2. Preserve order in school buildings and on school grounds and protect school facilities, designating a person to supervise this task, if necessary

(cf. 0450 - Comprehensive School Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

3. Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of school work

Fees

The Board authorizes the use of school facilities or grounds without charge by nonprofit organizations, clubs, or associations organized to promote youth and school activities. In accordance with Education Code 38134(a), these groups include, but are not limited to, Girl Scouts, Boy Scouts, Camp Fire, Inc., parent-teacher associations, and school-community advisory councils. If custodial services are required (such as after 10 pm, or weekends) direct costs will be charged. Other groups, including nonprofit groups not organized to promote youth and school activities or for-profit groups that request the use of school facilities under the Civic Center Act, shall be charged at least direct costs.

Groups shall be charged fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students. (Education Code 38134)

Legal Reference: (see next page)

USE OF SCHOOL FACILITIES

Application for Use of Facilities

Any persons applying for the use of any school facility or grounds on behalf of any society, group, or organization shall present written authorization from the group or organization to make the application.

Civic Center Use

Subject to district policies and regulations, school facilities and grounds shall be available to citizens and community groups as a civic center for the following purposes: (Education Code 32282, 38131)

1. Public, literary, scientific, recreational, educational, or public agency meetings
2. The discussion of matters of general or public interest
3. The conduct of religious services for temporary periods, on a one-time or renewable basis, by any church or religious organization
4. Child care programs to provide supervision and activities for children of preschool and elementary school age

(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 6300 - Preschool/Early Childhood Education)

5. The administration of examinations for the selection of personnel or the instruction of precinct board members by public agencies
6. Supervised recreational activities including, but not limited to, sports league activities that are arranged for and supervised by entities, including religious organizations or churches, and in which youths may participate regardless of religious belief or denomination
7. A community youth center

(cf. 1020 - Youth Services)

8. Mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

USE OF SCHOOL FACILITIES (continued)

Any group or organization using school facilities or grounds shall be liable for any injuries resulting from its negligence during the use of district facilities or grounds. The group shall bear the cost of insuring against this risk and defending itself against claims arising from this risk. (Education Code 38134)

Groups or organizations shall provide the district with evidence of a minimum of \$1,000,000 insurance against claims arising out of the group's own negligence.

As permitted, the Superintendent or designee may require a hold harmless agreement and indemnification when warranted by the type of activity or the specific facility being used.

<u>Month/Year</u>	<u>School/Organization/Field Usage</u>	<u>Fee</u>
AYSO	American Youth Soccer Organization	
SBSC	Santa Barbara Soccer Club	
VolleyPop	Volleyball afterschool program	
YFL	Youth Football League	
PYC	Page Youth Center	
GB&GC	Goleta Girls and Boys Club	
GVSLL	Goleta Valley South Little League	
GVGSA	Goleta Valley Girls Softball Association	
DPLL	Dos Pueblos	

Note: All listings are for field usage unless otherwise noted

<u>Jun-08</u>		
	HOLLISTER, AYSO, Sat. June 7, 12/hrs & Sun. June 8, 6/hrs, @ \$11/hr	\$ 227.00
	Rest Room key \$29	

<u>Jul-08</u>		
<u>Aug-08</u>		
	LA PATERA, Adult Ultimate Frisbee, Sat Aug. 23, 3/hrs & Sun Aug. 24, 3/hrs, \$11/hr	\$ 95.00
	Rest Room key \$29	
	HOLLISTER, SBSC, Sat 8-8, Sunday 8-8, 24 hrs @\$11.hr	\$ 322.00
	Rest Room key \$29 @ 2 days	
	ISLA VISTA, SBSC, Sat 8-8, Sunday 8-8, 24 hrs @\$11.hr	\$ 322.00
	Rest Room key \$29 @ 2 days	

<u>Sep-08</u>		
	BRANDON, Private Birthday Party Youth (Fields), 8/hrs, \$11.hr.	\$ 117.00
	Rest Room key \$29	
	EL CAMINO, YFL-Mon.-Thurs. Sept. 22 through Nov. 20, , 5-7 pm, \$11/hr @ 2/hrs day@36 days=\$792	\$ 1,836.00
	Rest Room Fee \$29/day at 36 days=\$1044	
	BRANDON, AYSO, M-F, 3:30-5	waive
	EL CAMINO, AYSO, M-F, 3:30-5	waive
	FOOTHILL, VolleyPop, Mondays, 3-4	waive
	FOOTHILL, AYSO, M-F, 3:30-5	waive
	HOLLISTER, AYSO, M-F, 3:30-5	waive
	KELLOGG, AYSO, M-F, 3:30-5	waive
	LA PATERA, AYSO, M-F, 3:30-5	waive
	MT VIEW, AYSO, M-F, 3:30-5	waive

<u>Oct-08</u>		
	EL CAMINO, YFL (see September)	waive
	BRANDON, AYSO, M-F, 3:30-5	waive
	EL CAMINO, AYSO, M-F, 3:30-5	waive
	FOOTHILL, VolleyPop, Mondays, 3-4	waive
	FOOTHILL, AYSO, M-F, 3:30-5	waive
	HOLLISTER, AYSO, M-F, 3:30-5	waive
	KELLOGG, AYSO, M-F, 3:30-5	waive
	KELLOGG, VolleyPop, Thursdays, 2-3	waive

	LA PATERA, AYSO, M-F, 3:30-5	waive
Nov-08	EL CAMINO-YFL(see September)	waive
	BRANDON, AYSO, M-F, 3:30-5	waive
	EL CAMINO, AYSO, M-F, 3:30-5	waive
	FOOTHILL, VolleyPop, Mondays, 3-4	waive
	FOOTHILL, AYSO, M-F, 3:30-5	waive
	HOLLISTER, AYSO, M-F, 3:30-5	waive
	KELLOGG, AYSO, M-F, 3:30-5	waive
	KELLOGG, VolleyPop, Thursdays, 2-3	waive
	LA PATERA, AYSO, M-F, 3:30-5	waive
	MT VIEW, AYSO, M-F, 3:30-5	waive
Dec-08	HOLLISTER, F3Soccer Camp, Youth, Dec 22 -Dec 31(hrs vary) Fields \$11/hr(total of 30 hrs=\$330)MPR \$30/hr @ 6 days=180	\$ 510.00
	EL CAMINO, PYC, Basketball courts, M-F, 3:30-6	waive
	EL CAMINO, AYSO, M-F, 3:30-5	waive
	ELLWOOD, PYC, Basketball courts, M-F, 3:30-6	waive
	FOOTHILL, PYC, Basketball courts, M-F, 3:30-6	waive
	FOOTHILL, AYSO, M-F, 3:30-5	waive
	HOLLISTER, AYSO, M-F, 3:30-5	waive
	HOLLISTER, PYC, Basketball courts, M-F, 3:30-6	waive
	KELLOGG, AYSO, M-F, 3:30-5	waive
	KELLOGG, VolleyPop, Thursdays, 2-3	waive
	LA PATERA, AYSO, M-F, 3:30-5	waive
	LA PATERA, PYC, M-F, 3:30-6	waive
	MT VIEW, AYSO, M-F, 3:30-5	waive
Jan-09	BRANDON, PYC, Basketball courts, M-F, 3:30-6	waive
	BRANDON, AYSO, M-F, 3:30-5	waive
	EL CAMINO, PYC, Basketball courts, M-F, 3:30-6	waive
	EL CAMINO, AYSO, M-F, 3:30-5	waive
	ELLWOOD, PYC, Basketball courts, M-F, 3:30-6	waive
	FOOTHILL, GB&GC, Basketball courts, M & W, 4-5	waive
	FOOTHILL, GVSLL, M-F, 3-dusk	waive
	FOOTHILL, Volleypop, Mondays,3-4	waive
	FOOTHILL, PYC, Basketball courts, M-F	waive
	FOOTHILL, AYSO, M-F, 3:30-5	waive
	HOLLISTER, AYSO, M-F, 3:30-5	waive
	HOLLISTER, PYC, Basketball courts, M-F, 3:30-6	waive
	KELLOGG, AYSO, M-F, 3:30-5	waive
	LA PATERA, AYSO, M-F, 3:30-5	waive
	LA PATERA, PYC, M-F, 3:30-6	waive
	MT VIEW, AYSO, M-F, 3:30-5	waive
Feb-09	MT VIEW, AYSO, Sat 2/21 8 hrs, Sun 8 hrs @\$11/hr RR \$29 @ 2 days	\$ 234.00

HOLLISTER, AYSO, Sat 2/21 3 hrs, Sun 3 hrs @\$11/hr RR \$29 @ 2 days	\$	124.00
MT VIEW, AYSO, Sat 3/28, 3 hrs, @ \$11/hr Rest Rooms \$29 @ 1 day	\$	62.00
BRANDON, DPLL, M-F, 4-5 pm		waive
BRANDON, PYC, Basketball courts, M-F, 3:30-6		waive
BRANDON, AYSO, M-F, 3:30-5		waive
EL CAMINO, PYC, Basketball courts, M-F, 3:30-6		waive
EL CAMINO, AYSO, M-F, 3:30-5		waive
ELLWOOD, GVGSA, M-F, 4-5		waive
ELLWOOD, DPLL, M-F, 4-5		waive
ELLWOOD, PYC, Basketball courts, M-F, 3:30-6		waive
FOOTHILL, GVGSA, M-F, 4-5		waive
FOOTHILL, GVSLL, M-F, 3-dusk		waive
FOOTHILL, PYC, Basketball courts, M-F		waive
FOOTHILL, AYSO, M-F, 3:30-5		waive
HOLLISTER, AYSO, M-F, 3:30-5		waive
HOLLISTER, PYC, Basketball courts, M-F, 3:30-6		waive
HOLLISTER, GVSLL, M-F, 3-5		waive
HOLLISTER, GVGSA, M-F, 4-5		waive
KELLOGG, AYSO, M-F, 3:30-5		waive
KELLOGG, GVGSA, M-F, 4-5		waive
KELLOGG, VolleyPop, Thursdays, 2-3		waive
KELLOGG, GVSLL, M-F, 3-5		waive
LA PATERA, AYSO, M-F, 3:30-5		waive
LA PATERA, PYC, M-F, 3:30-6		waive
LA PATERA, GVGSA, M-F, 4-5		waive
MT VIEW, AYSO Saturday 2/21/09 & Sunday 2/22 16/hrs @\$11, RR 2 @\$29	\$	234.00
MT VIEW, AYSO Saturday 2/28/09, 3/hrs @\$11, RR @\$29	\$	62.00
MT VIEW, GVGSA, M-F, 4-5		waive
MT VIEW, GVSLL, M-F, 3-5		waive
MT VIEW, AYSO, M-F, 3:30-5		waive

Mar-09

HOLLISTER, AYSO, Sat 3/21, 10 hrs, Sun 3/22, 10 hrs @ \$11/hr RR \$29 @ 2 days	\$	1,280.00
ISLA VISTA, AYSO, Sat 3/21, 10 hrs, Sun 3/22, 10 hrs @ \$11/hr RR \$29 @ 2 days		
KELLOGG, AYSO, Sat 3/21, 10 hrs @ \$11/hr RR \$29 @ 1 day		
LA PATERA, AYSO, Sat 3/21, 10 hrs, Sun 3/22, 10 hrs @ \$11/hr RR \$29 @ 2 days		
MT VIEW, AYSO, Sat 3/21, 10 hrs, Sun 3/22, 10 hrs @ \$11/hr RR \$29 @ 2 days		
BRANDON, DPLL, M-F, 4-5 pm		waive
BRANDON, PYC, Basketball courts, M-F, 3:30-6		waive
BRANDON, AYSO, M-F, 3:30-5		waive
EL CAMINO, PYC, Basketball courts, M-F, 3:30-6		waive
EL CAMINO, AYSO, M-F, 3:30-5		waive
ELLWOOD, GVGSA, M-F, 4-5		waive
ELLWOOD, DPLL, M-F, 4-5		waive
ELLWOOD, PYC, Basketball courts, M-F, 3:30-6		waive
FOOTHILL, GVGSA, M-F, 4-5		waive
FOOTHILL, GVSLL, M-F, 3-dusk		waive

FOOTHILL, PYC, Basketball courts, M-F	waive
FOOTHILL, AYSO, M-F, 3:30-5	waive
HOLLISTER, AYSO, M-F, 3:30-5	waive
HOLLISTER, PYC, Basketball courts, M-F, 3:30-6	waive
HOLLISTER, GVSLL, M-F, 3-5	waive
HOLLISTER, GVGSA, M-F, 4-5	waive
KELLOGG, AYSO, M-F, 3:30-5	waive
KELLOGG, GVGSA, M-F, 4-5	waive
KELLOGG, VolleyPop, Thursdays, 2-3	waive
LA PATERA, AYSO, M-F, 3:30-5	waive
LA PATERA, PYC, M-F, 3:30-6	waive
LA PATERA, GVGSA, M-F, 4-5	waive
MT VIEW, GVGSA, M-F, 4-5	waive
MT VIEW, GVSLL, M-F, 3-5	waive
MT VIEW, AYSO, M-F, 3:30-5	waive

Apr-09

FOOTHILL, Community Covenant Church, Egg Hunt, 2 hr @\$11	\$	51.00
Rest Room key \$29		
MT VIEW, SBSC, Sat 4/26, 10 hrs, Sun 5/10, 7 hrs @ \$11/hr RR \$29 @ 2 days	\$	135.00

BRANDON, DPLL, M-F, 4-5 pm	waive
BRANDON, AYSO, M-F, 3:30-5	waive
EL CAMINO, AYSO, M-F, 3:30-5	waive
ELLWOOD, GVGSA, M-F, 4-5	waive
FOOTHILL, GVGSA, M-F, 4-5	waive
FOOTHILL, GVSLL, M-F, 3-dusk	waive
FOOTHILL, AYSO, M-F, 3:30-5	waive
ELLWOOD, DPLL, M-F, 4-5	waive
HOLLISTER, AYSO, M-F, 3:30-5	waive
HOLLISTER, GVSLL, M-F, 3-5	waive
HOLLISTER, GVGSA, M-F, 4-5	waive
KELLOGG, AYSO, M-F, 3:30-5	waive
KELLOGG, GVGSA, M-F, 4-5	waive
KELLOGG, GVSLL, M-F, 3-5	waive
LA PATERA, AYSO, M-F, 3:30-5	waive
LA PATERA, GVGSA, M-F, 4-5	waive
MT VIEW, GVGSA, M-F, 4-5	waive
MT VIEW, GVSLL, M-F, 3-5	waive
MT VIEW, AYSO, M-F, 3:30-5	waive

May-09

BRANDON, DPLL, M-F, 4-5 pm	waive
BRANDON, AYSO, M-F, 3:30-5	waive
EL CAMINO, AYSO, M-F, 3:30-5	waive
ELLWOOD, GVGSA, M-F, 4-5	waive
ELLWOOD, DPLL, M-F, 4-5	waive
FOOTHILL, GB&GC, M & W, 4-5	waive
FOOTHILL, GVGSA, M-F, 4-5	waive

FOOTHILL, GVSLL, M-F, 3-dusk	waive
HOLLISTER, AYSO, M-F, 3:30-5	waive
HOLLISTER, GVSLL, M-F, 3-5	waive
HOLLISTER, GVGSA, M-F, 4-5	waive
KELLOGG, AYSO, M-F, 3:30-5	waive
KELLOGG, GVGSA, M-F, 4-5	waive
KELLOGG, GVSLL, M-F, 3-5	waive
LA PATERA, AYSO, M-F, 3:30-5	waive
LA PATERA, GVGSA, M-F, 4-5	waive
MT VIEW, GVGSA, M-F, 4-5	waive
MT VIEW, GVSLL, M-F, 3-5	waive
MT VIEW, AYSO, M-F, 3:30-5	waive

Jun-09

ISLA VISTA, AYSO- Soccer tourney Sat. June 7, 10/hrs & Sun. June 8, 10/hrs, \$11/hr	\$	278.00
Rest Room key \$29 @ 2 days		

BRANDON, DPLL, M-F, 4-5 pm	waive
BRANDON, AYSO, M-F, 3:30-5	waive
EL CAMINO, AYSO, M-F, 3:30-5	waive
ELLWOOD, GVGSA, M-F, 4-5	waive
ELLWOOD, DPLL, M-F, 4-5	waive
FOOTHILL, GB&GC, M & W, 4-5	waive
FOOTHILL, GVGSA, M-F, 4-5	waive
FOOTHILL, GVSLL, M-F, 3-dusk	waive
FOOTHILL, AYSO, M-F, 3:30-5	waive
HOLLISTER, AYSO, M-F, 3:30-5	waive
HOLLISTER, GVSLL, M-F, 3-5	waive
HOLLISTER, GVGSA, M-F, 4-5	waive
KELLOGG, AYSO, M-F, 3:30-5	waive
KELLOGG, GVGSA, M-F, 4-5	waive
KELLOGG, GVSLL, M-F, 3-5	waive
LA PATERA, AYSO, M-F, 3:30-5	waive
LA PATERA, GVGSA, M-F, 4-5	waive
MT VIEW, GVGSA, M-F, 4-5	waive
MT VIEW, GVSLL, M-F, 3-5	waive
MT VIEW, AYSO, M-F, 3:30-5	waive

Jul-09

BRANDON, DPLL, M-F, 4-5 pm	waive
ELLWOOD, GVGSA, M-F, 4-5	waive
ELLWOOD, DPLL, M-F, 4-5	waive
FOOTHILL, GVGSA, M-F, 4-5	waive

Aug-09

HOLLISTER, SBSC, Sat 8/22, 10 hrs, Sun 8/23, 10 hrs @ \$11/hr RR \$29 @ 2 days	\$	1,180.00
ISLA VISTA, SBSC, Sat 8/22, 10 hrs, Sun 8/23, 10 hrs @ \$11/hr RR \$29 @ 2 days		
KELLOGG, SBSC, Sat 8/22, 10 hrs, Sun 8/23, 10 hrs @ \$11/hr RR \$29 @ 2 days		
LA PATERA, SBSC, Sat 8/22, 10 hrs, Sun 8/23, 10 hrs @ \$11/hr RR \$29 @ 2 days		
MT VIEW, SBSC, Sat 8/22, 10 hrs, Sun 8/23, 10 hrs @ \$11/hr RR \$29 @ 2 days		

EL CAMINO, YFL, M, T, TH. 4:30-dusk	waive
ELLWOOD, AYSO, M-F, 3:30-dusk	waive
FOOTHILL, GVGSA, M-F, 4-5	waive
FOOTHILL- Am. Cancer Walk, Fri 8/14, Sat 8/15, Sun 8/16, Fields 30 hrs@\$11=\$330	\$ 382.00
Rest Room key \$29 @ 3 days 15% discount	

Sep-09

ISLA VISTA, SBSC, every Sat & Sun in Sept, Oct, Nov, 192 hrs@\$11/hr=\$1,936.	\$ 2,188.00
Rest Room key \$29 @ 22 days=\$638. 15% discount	
BRANDON, AYSO, M-F, 3:30-dusk	waive
EL CAMINO, YFL, M, T, TH. 4:30-dusk	waive
EL CAMINO, AYSO, M-F, 3:30-dusk	waive
ELLWOOD, AYSO, M-F, 3:30-dusk	waive
FOOTHILL, AYSO, M-F, 3:30-dusk	waive
HOLLISTER, AYSO, M-F, 3:30-dusk	waive
ISLA VISTA, AYSO, M-F, 3:30-dusk	waive
KELLOGG, AYSO, M-F, 3:30-5	waive
LA PATERA, AYSO, M-F, 3:30-5	waive
MT VIEW, AYSO, M-F, 3:30-5	waive

Oct-09

ISLA VISTA, SBSC(see Sept 09)	waive
BRANDON, AYSO, M-F, 3:30-dusk	waive
EL CAMINO, YFL, M, T, TH. 4:30-dusk	waive
EL CAMINO, AYSO, M-F, 3:30-dusk	waive
ELLWOOD, AYSO, M-F, 3:30-dusk	waive
FOOTHILL, AYSO, M-F, 3:30-dusk	waive
ISLA VISTA, AYSO, M-F, 3:30-dusk	waive
KELLOGG, AYSO, M-F, 3:30-5	waive
LA PATERA, AYSO, M-F, 3:30-5	waive
MT VIEW, AYSO, M-F, 3:30-5	waive

Nov-09

BRANDON, AYSO, M-F, 3:30-dusk	waive
EL CAMINO, YFL, M, T, TH. 4:30-dusk	waive
EL CAMINO, AYSO, M-F, 3:30-dusk	waive
ELLWOOD, AYSO, M-F, 3:30-dusk	waive
FOOTHILL, AYSO, M-F, 3:30-dusk	waive
HOLLISTER, AYSO, M-F, 3:30-dusk	waive
ISLA VISTA, AYSO, M-F, 3:30-dusk	waive
KELLOGG, AYSO, M-F, 3:30-5	waive
LA PATERA, AYSO, M-F, 3:30-5	waive
MT VIEW, AYSO, M-F, 3:30-5	waive

Dec-09

ISLA VISTA, SBSC(see Sept 09)	
HOLLISTER-F3Soccer Camp, Youth, Dec 22 -Dec 31(hrs vary)	\$ 941.00
Fields \$17/hr(total of 36 hrs=\$612)MPR \$47/hr @ 7 days	
ELLWOOD- SB Int. Marathon, parking lot \$6/hr @ 4 hrs, fields \$11/hr @ 4 hrs	\$ 97.00
Rest Room key \$29 @ 1 day	

BRANDON, AYSO, M-F, 3:30-dusk
EL CAMINO, AYSO, M-F, 3:30-dusk
ELLWOOD, AYSO, M-F, 3:30-dusk
FOOTHILL, AYSO, M-F, 3:30-dusk
HOLLISTER, AYSO, M-F, 3:30-dusk
ISLA VISTA, AYSO, M-F, 3:30-dusk
KELLOGG, AYSO, M-F, 3:30-5
LA PATERA, AYSO, M-F, 3:30-5
MT. VIEW, AYSO, M-F, 3:30-5

waive
waive
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\$ 10,677.00



MEMORANDUM

DATE: February 26, 2010

TO: Goleta Union School District Board of Trustees
Goleta City Council

FROM: Dan Singer, City Manager

SUBJECT: Park Use Fees and Shared Use Discussions

In 2008, the City of Goleta undertook a comprehensive study and review of all of our user fees, namely in the area of planning and permitting fees, but also inclusive of such things as park reservation fees. Goleta's fees were somewhat outdated, thus on December 1, 2008, the City Council adopted a revised fee schedule that impacted most of our fees, including park fees. A part of that discussion was whether or not to offer fee discounts to non-profit and/or education users. The Council opted instead to keep the fees reasonable to all users and therefore did not seek full cost recovery for park fees. They did, however, create peak and off-peak hour fees believing that doing so would help local schools who often will use our park's group picnic area during school days/times. A copy of the Park Fee Information Sheet is attached to this report.

Further deliberations by the Council at the time the fee schedule was adopted included suggestions for enabling our local public schools to have fees waved through the signing of a shared-use agreement. The concept behind the agreement would be to acknowledge the community benefit of our local school playgrounds, play areas and outdoor resources. In exchange, the City would agree to allow public parks to be used for school activities, even of a group nature in our reserved picnic areas where fees are generally required. Such an agreement would provide mutual benefit to both entities with the primary benefactors being our community-members and school children, without the City needing to compromise our fee schedule.

Since the City's fee schedule adoption did result in an increase in fees, there have been numerous requests by our local schools to discount or eliminate the fee. The Board of Trustees and the City Council may wish to provide further direction to staff on the desire to create some type of shared use agreement or other mechanism to realize our mutual goals. The joint School Board-City Council meeting allows for such a discussion to take place.

Attachment: Park Fee Information Sheet