

CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.k12.ca.us

Students will realize their dreams by developing communication skills, reasoning, integrity, and motivation through academic excellence, a well-rounded education, and being active citizens of our diverse community.

BOARD OF TRUSTEES REGULAR MEETING

LOCATION: Antelope View Charter School - Multi-Purpose Room
3243 Center Court Lane, Antelope, California 95843

Teleconference: Trustee Matthew Friedman will be participating from the Hotel Blue, 717 Central Ave. NW, Albuquerque, NM 87102.

DATE/TIME: January 21, 2009 - 6:00 p.m.

AGENDA

- I. OPEN SESSION - CALL TO ORDER - 6:00 P.M.
- II. FLAG SALUTE
- III. ADOPTION OF AGENDA Action
- IV. REPORTS/PRESENTATIONS (8 minutes each) Info
 1. Facilities and Security Report - Craig Deason
 2. Auditor's Presentation - Jeanne Bess/John Robertson
 3. Transportation Report - Craig Deason
 4. CHS Budget Proposal - Digol J'Beily
- V. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA Public

Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not take action on any item which is not on this agenda except as authorized by Government Code Section 5495.2. A speaker shall be limited to 3 minutes (Board Policy 9323). **All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.**
- VI. CONSENT AGENDA (5 minutes) Action

NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.

 1. Approve Adoption of Minutes from January 7, 2009 Regular Meeting

2. Approve Certificated Personnel Transactions
3. Approve 2008/09 Consolidated Application (Part II) - C&I
4. Approve Field Trip: 5th Grade to Alliance Redwoods - North Country
5. Approval Disposal of Surplus Vehicles - Transportation
6. Approve Professional Service Agreement, Camazzi Inc. - C&I
7. Approve 2007/08 School Accountability Report Cards (SARCs) - C&I

VII. INFORMATION ITEMS (3 minutes)

Info

1. Conference: "Sports Turf 20th Annual Conf. & Exhibition" - Craig Deason and Ivan Calhoun (MOFAT)
2. Conference: "California School Nutrition Association" - Laura Kasey and Laura Davis (Nutritional Services)
3. Conference: "CASH /School Facilities" - Craig Deason (MOFAT)
4. Workshop: "Managing Low-Budget Sports Fields" - Craig Deason and Ivan Calhoun (MOFAT)

VIII. BUSINESS ITEMS (5 minutes each)

1. Budget Plan for Fiscal Years 2008/09 and 2009/10

Action

IX. ADJOURNMENT

Note: If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Superintendent's Office at (916) 338-6409 at least 48 hours before the scheduled Board meeting. [Government Code §54954.2] [Americans with Disabilities Act of 1990, §202.]

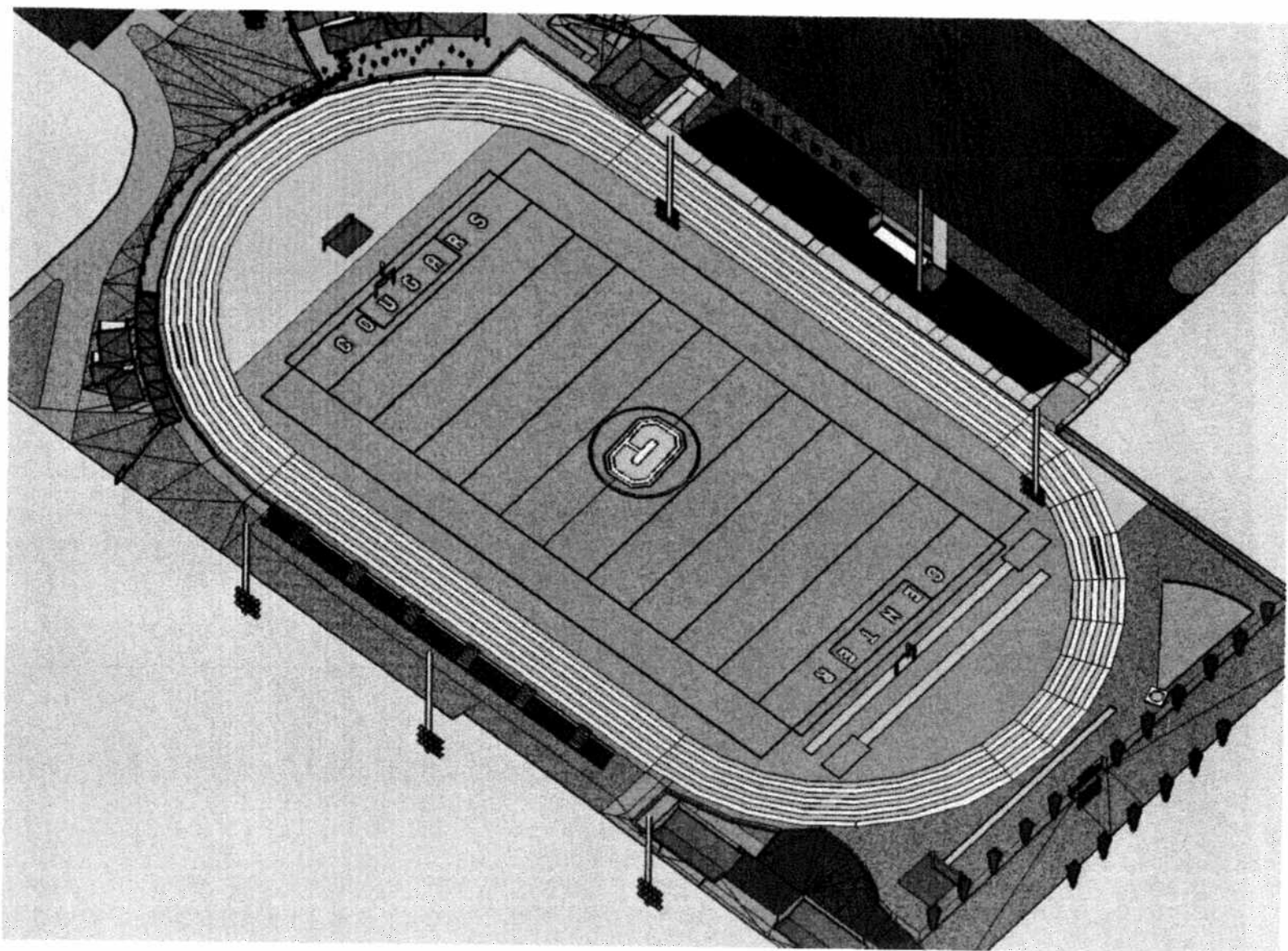
NOTICE: The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the scheduled meeting, can be viewed at Center Joint Unified School District, Superintendent's Office, located at 8408 Watt Avenue, Antelope, CA. For more information please call 916-338-6409.

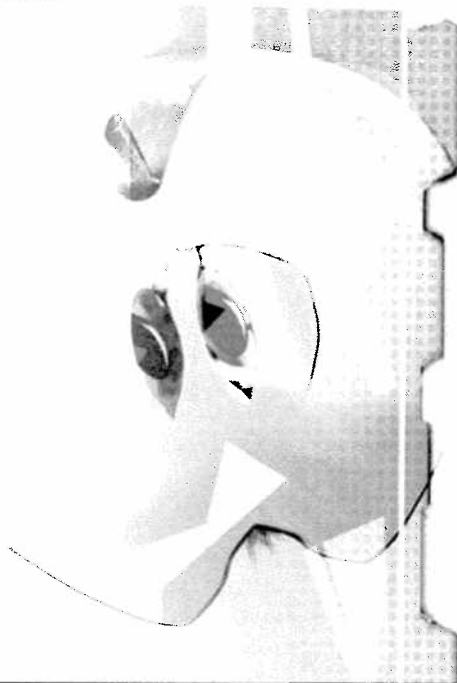
Center Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Facilities & Operations Department	
Date:	December 17, 2008	Action Item _____
To:	Board of Trustees	Information Item <u> X </u>
From:	Craig Deason, Assist. Supt.	# Attached Pages _____
Assist.Supt. Initials:	<u>CD</u>	

SUBJECT:	Facilities and Security Update
<u>Facilities Update</u>	
CHS Stadium and Field Upgrades	
<ul style="list-style-type: none"> • Concession & restroom footings poured • Old septic and leach field abandoned in place • Attached are samples of end zone lettering, midfield logo and entrance mosaic • Home track meets are being scheduled away to move up demolition start date 	
Modernization	
<ul style="list-style-type: none"> • Final punch list walk completed • Waiting for architect approval of as-built drawings • Will file Notice of Completion after your approval on 1/28/09 	
Rex Fortune Elementary	
<ul style="list-style-type: none"> • Moving forward with the CEQA process 	
<u>Security Update</u>	
<ul style="list-style-type: none"> • No vandalism to report 	







**Supplementary
Financial
Information**

For The Fiscal Year Ended

June 30, 2008

Presented By

John S. Robertson, CPA

**ROBERTSON &
ASSOCIATES, CPAs**

A PROFESSIONAL CORPORATION



GENERAL FUND ACTIVITY

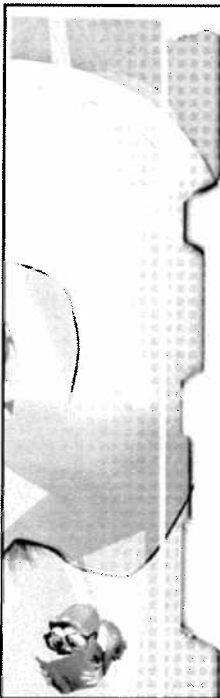
GENERAL FUND AVAILABLE RESERVES

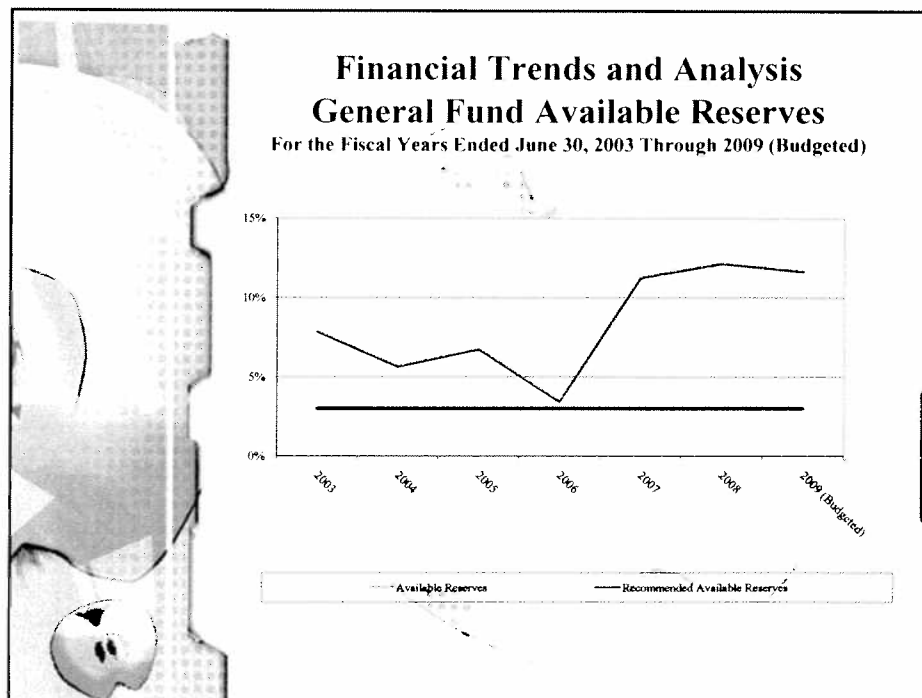
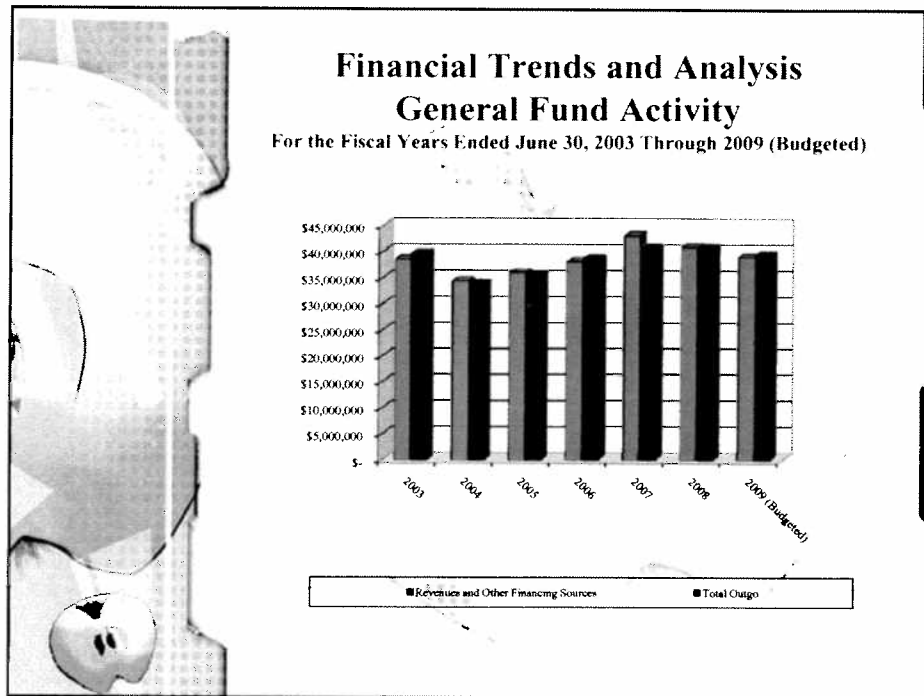
**GOVERNMENT-WIDE GOVERNMENTAL
ACTIVITIES EXPENSES**

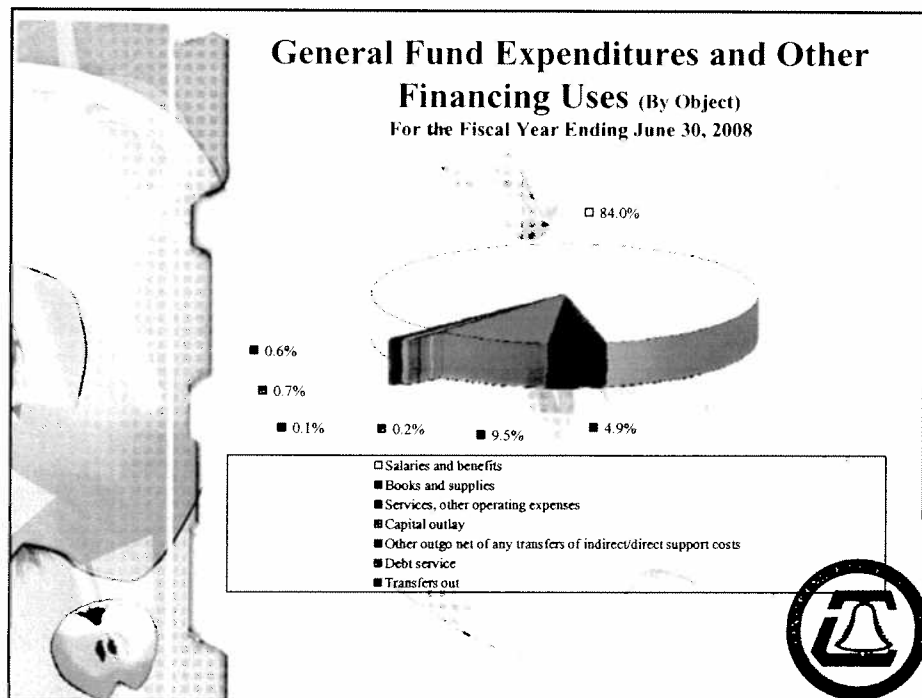
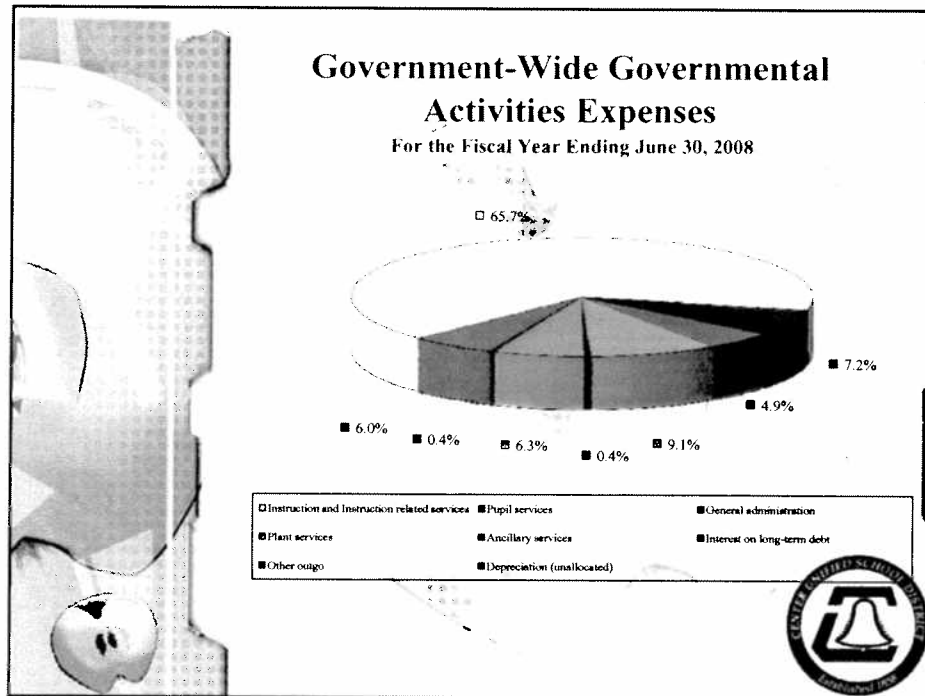
**GENERAL FUND EXPENDITURES AND OTHER
FINANCING SOURCES (BY OBJECT)**

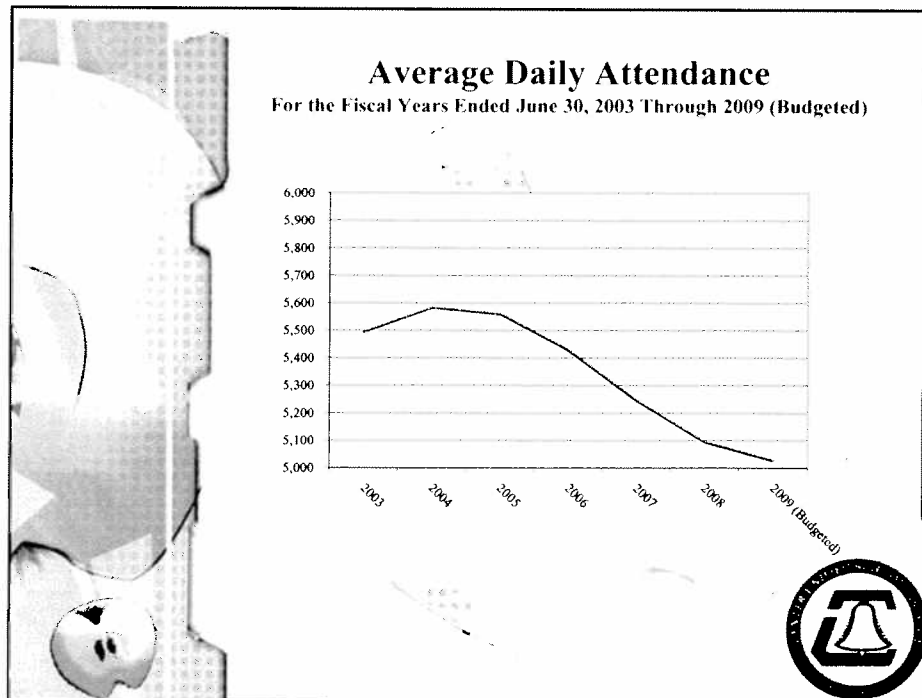
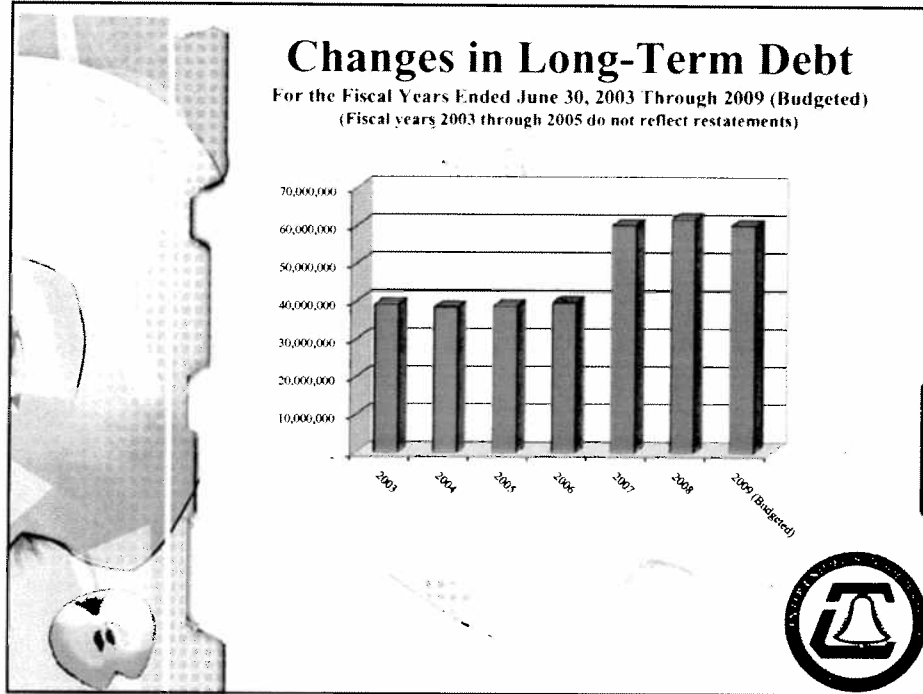
CHANGES IN LONG-TERM DEBT

AVERAGE DAILY ATTENDANCE











ANY QUESTIONS? THANK YOU!

Presented By:

John S. Robertson, CPA

Robertson & Associates, CPAs

A Professional Corporation



Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: 01/21/09

Action Item

To: Board of Trustees

Information Item X

From: Jeanne Bess 
Director of Fiscal Services

Attached Page

SUBJECT:

Audit Report for Fiscal Year 2007/08

Our audit firm of Robertson, Cahill, and Associates will present the audit report for the fiscal year ending 2007/08.

CENTER UNIFIED SCHOOL DISTRICT

ANNUAL FINANCIAL REPORT

JUNE 30, 2008

ROBERTSON & ASSOCIATES, CPAs
A Professional Corporation

CENTER UNIFIED SCHOOL DISTRICT
ORGANIZATION
JUNE 30, 2008

The Center Unified School District (District) was established on July 1, 1858 and comprises an area located in Sacramento and Placer County. There were no changes in the boundaries of the District during the current year. The District currently operates four elementary schools, one middle school, and one high school. The District also maintains a continuation high school and an adult education program. The District is the authorizing LEA for Antelope View Charter School and Global Youth Charter School.

BOARD OF TRUSTEES

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Mr. Matthew Friedman	President	November, 2008
Mr. Donald Wilson	Clerk	November, 2010
Mr. Gary Blenner	Board Representative	November, 2010
Ms. Libby Williams	Member	November, 2010
Ms. Nancy Anderson	Member	November, 2008

ADMINISTRATION

<u>Name</u>	<u>Title</u>	<u>Tenure</u>
Dr. Kevin Jolly	Superintendent	5 years
Ms. Jeanne Bess	Director of Fiscal Services	5 years
Mr. Scott Loehr	Assitant Superintendent	4 years

ADDRESS OF DISTRICT OFFICE

8408 Watt Avenue
Antelope, California 95843

CENTER UNIFIED SCHOOL DISTRICT
JUNE 30, 2008

TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTORY SECTION	
Title Page	
Organization	
Table of Contents	
INDEPENDENT AUDITOR'S REPORT	1 - 2
MANAGEMENT'S DISCUSSION AND ANALYSIS	3 - 13
FINANCIAL SECTION	
Basic Financial Statements:	
Government-Wide:	
Statement of Net Assets	14
Statement of Activities	15
Governmental Funds:	
Balance Sheet	16
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Assets	17
Statement of Revenues, Expenditures and Changes in Fund Balances	18
Reconciliation of the Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balances to the Statement of Activities	19 - 20
Statement of Revenues, Expenditures and Changes in Fund Balance - Budget and Actual - General Fund	21
Fiduciary Funds:	
Statement of Changes in Fund Net Assets	22
Notes to Financial Statements	23 - 45

CENTER UNIFIED SCHOOL DISTRICT
JUNE 30, 2008

TABLE OF CONTENTS

	<u>Page</u>
SUPPLEMENTARY INFORMATION SECTION	
Other Governmental Funds Financial Schedules:	
Combining Balance Sheet	46 - 48
Combining Schedule of Revenues, Expenditures and Changes in Fund Balances	49 - 51
Schedule of Average Daily Attendance	52
Schedule of Instructional Time	53
Schedule of Financial Trends and Analysis	54
Schedule of Expenditures of Federal Awards	55
Reconciliation of Annual Financial and Budget Report (SACS) with Audited Financial Statements	56
Schedule of Charter Schools	57
Notes to Supplementary Information	58 - 59
OTHER INDEPENDENT AUDITOR'S REPORTS	
Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With <i>Government Auditing Standards</i>	60 - 61
Report on Compliance with Requirements Applicable to Each Major Program and on Internal Control Over Compliance in Accordance With OMB Circular A-133	62 - 63
Auditor's Report on State Compliance	64 - 66
FINDINGS AND RECOMMENDATIONS SECTION	
Schedule of Audit Findings and Questioned Costs	67
Findings and Responses	68 - 69
Corrective Action Plan	70
Summary Schedule of Prior Audit Findings	71

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Center Unified School District
Antelope, California

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Center Unified School District (District), as of and for the year ended June 30, 2008, which collectively comprise the District's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the District's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the State Controller's *Standards and Procedures for Audits of California K-12 Local Educational Agencies 2007/2008* (published by the Education Audit Appeals Panel). Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of June 30, 2008, and the respective changes in financial position and, where applicable, cash flows thereof and the respective budgetary comparison for the General Fund for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2008, on our consideration of the District's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The management's discussion and analysis on pages 3 through 13, is not a required part of the basic financial statements but are supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the

required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The introductory section and the combining and individual non-major fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements. The accompanying statistical tables are presented for purposes of additional analysis as required by the *Standards and Procedures for Audits of California K-12 Local Educational Agencies 2007/2008* (published by the Education Audit Appeals Panel), and are also not a required part of the basic financial statements of the District. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements of the District. The combining and individual non-major fund financial statements, the statistical tables, and the schedule of expenditures of federal awards have been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, are fairly stated in all material respects in relation to the basic financial statements taken as a whole. The introductory section has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on it.

Robertson & Associates, CPAs

Lakeport, California
December 15, 2008

CENTER UNIFIED SCHOOL DISTRICT
Management's Discussion and Analysis
June 30, 2008

INTRODUCTION

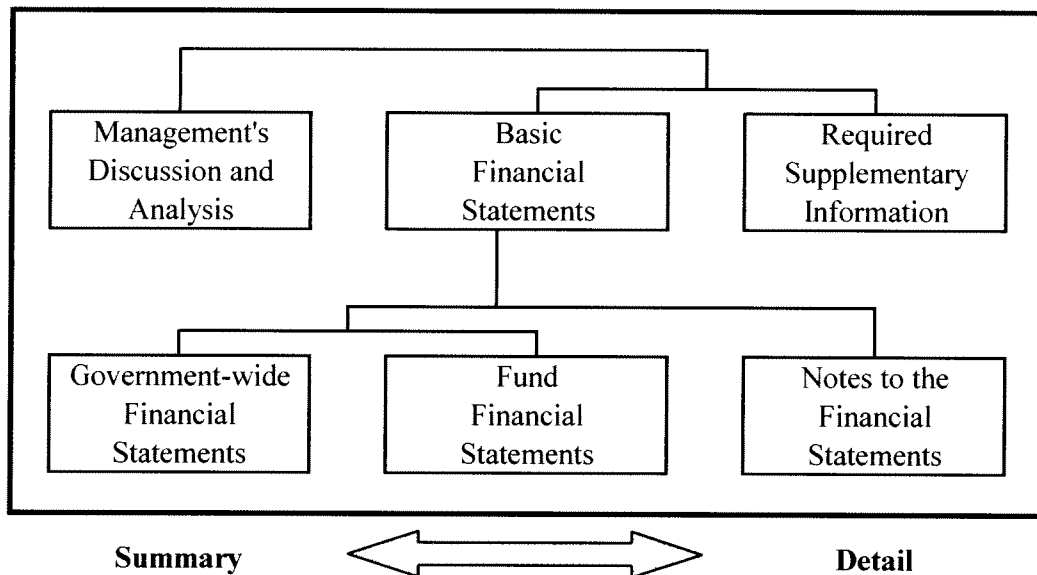
Our discussion and analysis of Center Unified School District's (District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2008. It should be read in conjunction with the District's financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

- ❑ Total net assets were \$35,176,773 at June 30, 2008. This was a decrease of \$2,925,199 over the prior year.
- ❑ Overall revenues were \$47,971,944, which were exceeded by expenses of \$50,897,143.

OVERVIEW OF FINANCIAL STATEMENTS

Components of the Financials Section



This annual report consists of three parts – Management's Discussion and Analysis (this section), the basic financial statements, and required supplementary information. The three sections together provide a comprehensive overview of the District. The basic financial statements are comprised of two kinds of statements that present financial information from different perspectives:

- ❑ **Government-wide financial statements**, which comprise the first two statements, provide both short-term and long-term information about the entity's overall financial position.
- ❑ **Fund financial statements** focus on reporting the individual parts of District operations in more detail. The fund financial statements comprise the remaining statements.
 - **Governmental fund** statements tell how general government services were financed in the short term as well as what remains for future spending.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The basic financial statements are followed by a section of required and other supplementary information that further explain and support the financial statements.

Government-Wide Statements

The government-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net assets includes all of the government's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities, regardless of when cash is received or paid.

The two government-wide statements report the District's net assets and how they have changed. Net assets, the difference between assets and liabilities, are one way to measure the District's financial health or position. Over time, increases or decreases in the District's net assets are an indicator of whether its financial health is improving or deteriorating, respectively. At the end of fiscal year 2007/2008, net assets had declined primarily due to the increase in Liabilities. The District had begun the modernization of two elementary schools to be done during the summer of 2008. At the time of this report, the modernization is complete, on time and within budget. To assess the overall health of the District's, one needs to consider additional non-financial factors such as changes in enrollment, changes in the property tax base, changes in program funding by the Federal and State governments, and condition of facilities. The District is experiencing declining enrollment. The property tax base has decreased and State funding is unstable. However, the District is set to make tremendous growth as the economic conditions improve. Several housing developments are ready to build that will see the District triple in size over the next 20 years. In preparation for that, the District acted very pro-actively. In November 2008, the voters of the District authorized a \$500 million bond to fund future growth.

The government-wide financial statements of the District include governmental activities. All of the District's basic services are included here, such as regular education, food service, maintenance and general administration. Revenue limit funding and federal and state grants finance most of these activities.

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE

Net Assets

The District's combined net assets were \$35,176,773 at June 30, 2008.

Net Assets

	Governmental Activities		Percent
	2008	2007	Change
ASSETS			
Cash and Investments	\$ 27,987,246	\$ 27,256,942	2.7 %
Other Current Assets	5,013,814	5,091,309	(1.5 %)
Capital Assets, Net of Accumulated Depreciation	69,156,304	68,273,078	1.3 %
TOTAL ASSETS	<u>\$ 102,157,364</u>	<u>\$ 100,621,329</u>	<u>1.5 %</u>
LIABILITIES			
Current Liabilities	\$ 3,953,918	\$ 2,345,705	68.6 %
Long-Term Liabilities	61,773,933	60,173,652	2.7 %
TOTAL LIABILITIES	<u>\$ 65,727,851</u>	<u>\$ 62,519,357</u>	<u>5.1 %</u>
NET ASSETS			
Invested in Capital Assets, Net of Related Debt	\$ 7,900,115	\$ 8,773,152	(10.0 %)
Restricted	18,065,344	20,745,870	(12.9 %)
Unrestricted	9,211,314	8,582,950	7.3 %
TOTAL NET ASSETS	<u>\$ 35,176,773</u>	<u>\$ 38,101,972</u>	<u>(7.7 %)</u>

Changes in Net Assets

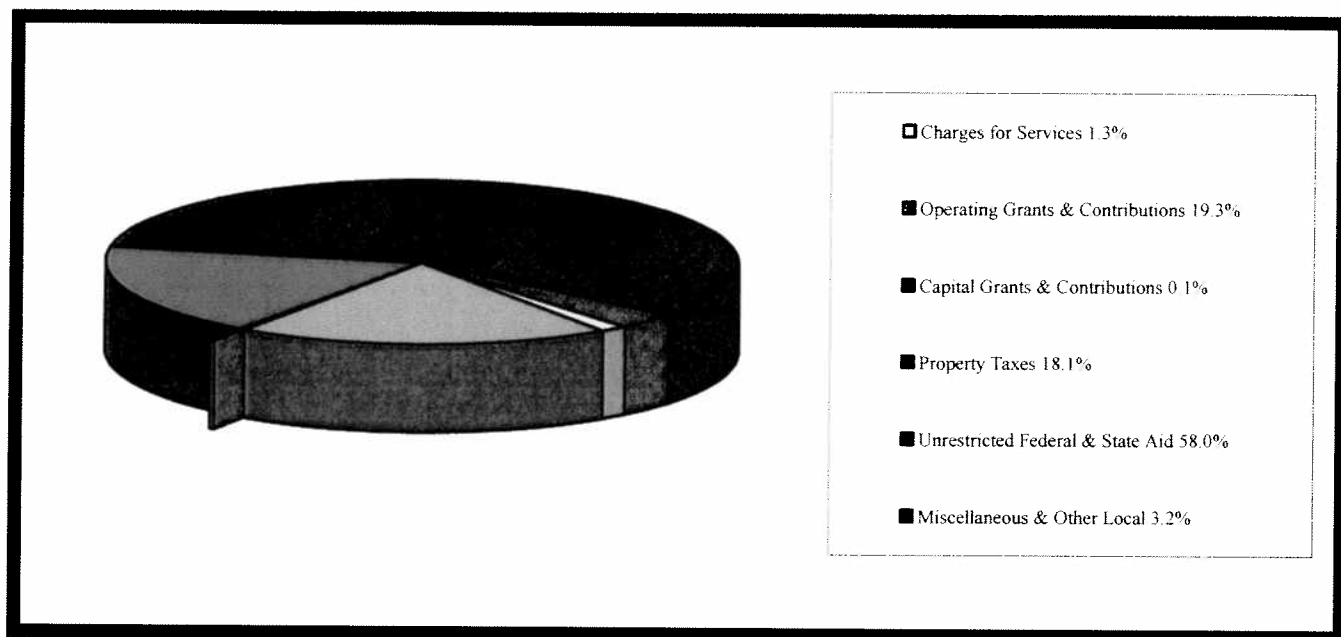
The District's total revenues were \$47,971,944. The majority of the revenue comes from Revenue Limit and property taxes (67.2%). Other federal and state aid for specific programs accounted for another 20.9% of total revenues. Miscellaneous local sources accounted for the remaining 11.9%.

The total cost of all programs and services was \$50,897,143. The District's expenses are predominately related to educating and caring for students (65.7%). Pupil Services (including transportation and food) account for 7.2% of expenses. Administrative activities accounted for just 4.9% of total costs. Plant services, which represent the facilities maintenance and operations costs, account for 9.1% of all costs. The remaining expenses were for ancillary services, interest on long-term debt, other outgo and depreciation (13.1%).

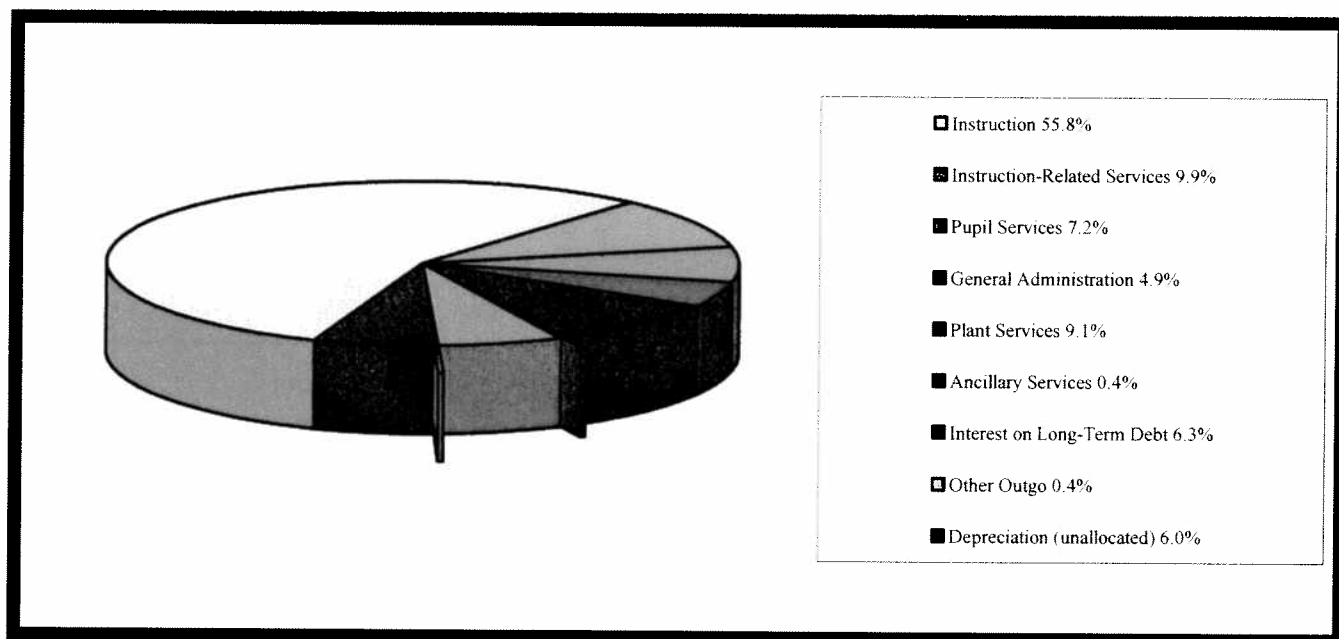
Changes in Net Assets

	Governmental Activities		Percent
	2008	2007	Change
REVENUES			
Program Revenues:			
Charges for Services	\$ 642,379	\$ 621,479	3.4 %
Operating Grants and Contributions	9,233,624	10,106,160	(8.6 %)
Capital Grants and Contributions	57,197	3,158,970	(98.2 %)
General Revenues:			
Property Taxes	8,672,302	8,351,150	3.8 %
Unrestricted Federal and State Aid	27,844,834	28,763,862	(3.2 %)
Miscellaneous and Other Local	1,521,608	1,399,549	8.7 %
TOTAL REVENUES	47,971,944	52,401,170	(8.5 %)
EXPENSES			
Instruction	28,380,898	28,065,480	1.1 %
Instruction-Related Services	5,061,618	5,496,576	(7.9 %)
Pupil Services	3,666,496	3,522,585	4.1 %
General Administration	2,485,419	3,013,692	(17.5 %)
Plant Services	4,616,157	5,091,338	(9.3 %)
Ancillary Services	224,356	207,538	8.1 %
Interest on Long-Term Debt	3,185,677	2,440,599	30.5 %
Other Outgo	198,450	547,607	(63.8 %)
Depreciation (unallocated)	3,078,072	2,992,307	2.9 %
TOTAL EXPENSES	50,897,143	51,377,722	(0.9 %)
NET INCREASE (DECREASE) IN NET ASSETS	(2,925,199)	1,023,448	(385.8 %)
BEGINNING NET ASSETS	38,101,972	37,078,524	2.8 %
ENDING NET ASSETS	\$ 35,176,773	\$ 38,101,972	(7.7 %)

2007/2008 Summary of Revenues for Governmental Functions



2007/2008 Summary of Expenses for Governmental Functions



Governmental Activities

Net cost is total cost less fees generated by the related activity. The net cost reflects what was funded by charges for services, operating grants and capital grants and contributions.

Net Cost of Services

	Net Cost of Services		Percent
	2008	2007	Change
NET COST OF SERVICES			
Instruction	\$ 22,680,917	\$ 18,675,841	21.4 %
Instruction-Related Services	3,807,813	4,206,712	(9.5 %)
Pupil Services	1,283,837	1,307,680	(1.8 %)
General Administration	2,295,617	2,853,824	(19.6 %)
Plant Services	4,277,035	4,736,860	(9.7 %)
Ancillary Services	224,356	207,538	8.1 %
Interest on Long-Term Debt	3,185,677	2,440,599	30.5 %
Other Outgo	130,619	69,752	87.3 %
Depreciation (unallocated)	3,078,072	2,992,307	2.9 %
TOTAL NET COSTS OF SERVICES	<u>\$ 40,963,943</u>	<u>\$ 37,491,113</u>	<u>9.3 %</u>

FINANCIAL ANALYSIS OF THE DISTRICT / COUNTY OFFICE'S FUNDS

Fund Financial Statements

The fund financial statements provide more detailed information about the District's governmental funds, not the District as a whole. Funds are accounting devices that the District uses to keep track of specific sources of funding and spending for particular programs. Some funds are required to be established by State law and by bond covenants. The governing board establishes other funds to control and manage money for particular purposes or to show that the District is meeting legal responsibilities for using certain revenues. The District has one type of fund:

- Governmental funds – All of the District's basic services are included in governmental funds, which generally focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs. Because this information does not encompass the additional long-term focus of the government-wide statements, we provide additional information following the governmental funds statements that explains the relationship (or differences) between them.

The financial performance of the District as a whole is reflected in its governmental funds as well. As the District completed the year, its governmental funds reported a combined fund balance of \$27,009,526 below last year's ending fund balance of \$29,170,707.

Fund Balance Comparison

The District currently maintains the following funds:

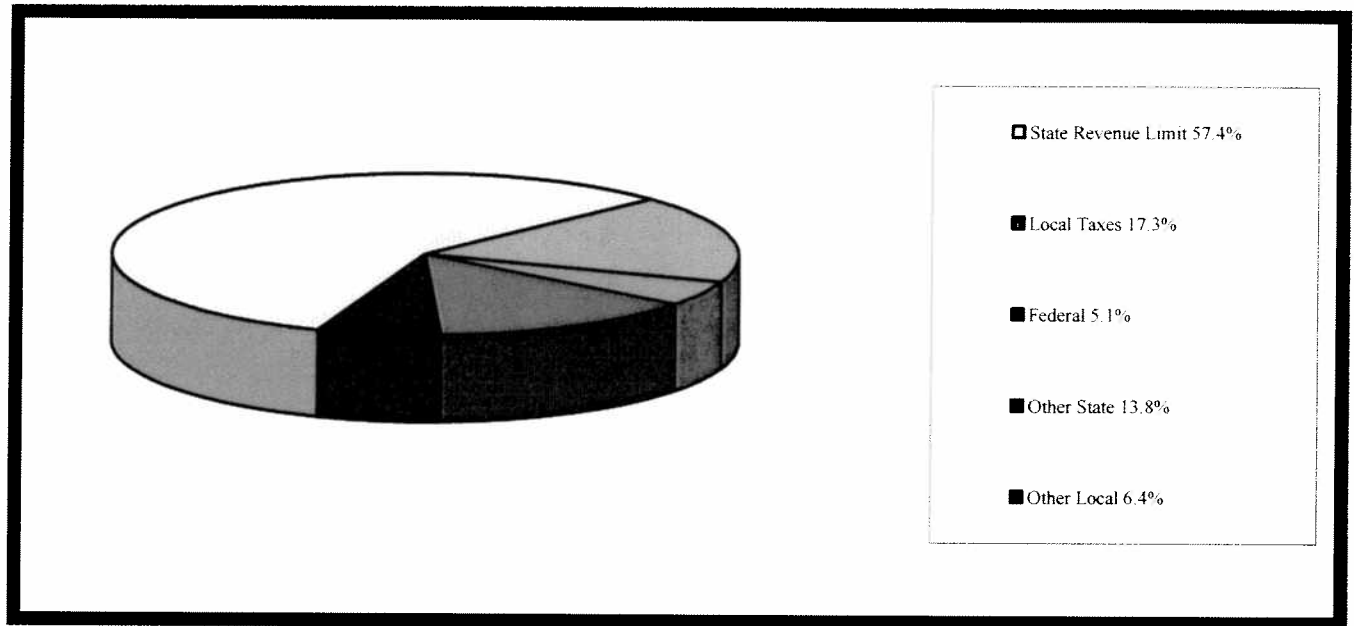
FUNDS	Governmental Activities		Percent
	2008	2007	Change
Governmental:			
General	\$ 5,636,951	\$ 5,439,330	3.6 %
Charter Schools Special Revenue	125,338	93,259	34.4 %
Adult Education	194,113	117,430	65.3 %
Child Development	-	-	n/a
Cafeteria Special Revenue	47,728	92,967	(48.7 %)
Deferred Maintenance	894,140	651,405	37.3 %
Special Reserve Fund for Other Than Capital Outlay Projects	2,240,025	2,147,876	4.3 %
Building	16,437,955	19,016,774	(13.6 %)
Capital Facilities	(1,300,681)	(1,154,754)	12.6 %
County School Facilities	1,196,011	1,431,511	(16.5 %)
Bond Interest and Redemption	1,537,946	1,334,909	15.2 %
Total Governmental	27,009,526	29,170,707	(7.4 %)
Fiduciary:			
Agency:			
Student Body Organization	180,231	198,469	(9.2 %)
Total Fiduciary	180,231	198,469	(9.2 %)
TOTAL FUNDS	\$ 27,189,757	\$ 29,369,176	(7.4 %)

General Fund

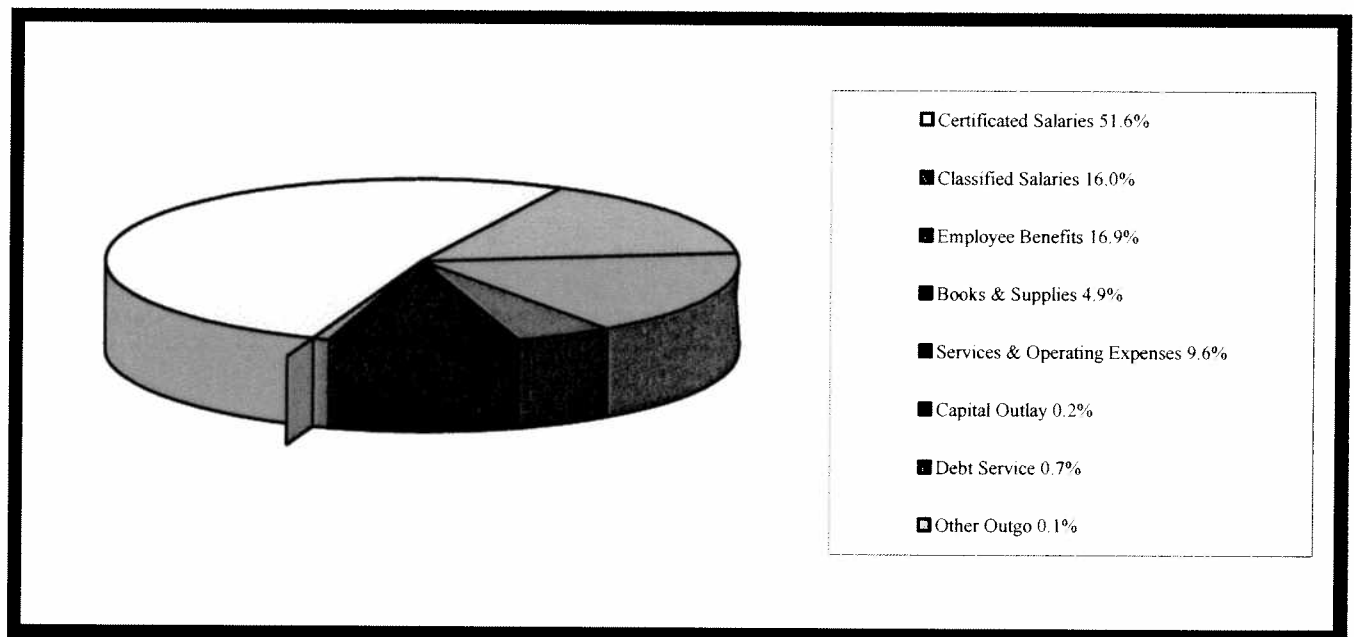
The change in the General Fund is a result of planned budget reductions to build up the ending fund balance in preparation for the loss of students and funding in Fiscal year 2008/2009. For example, vacated positions mid-year were left vacant if non-essential; major expenses for computers was postponed; etc. We did see a slight increase in revenue limit sources and local taxes.

The following charts graphically depict revenues and expenditures, both by major object as well as by function.

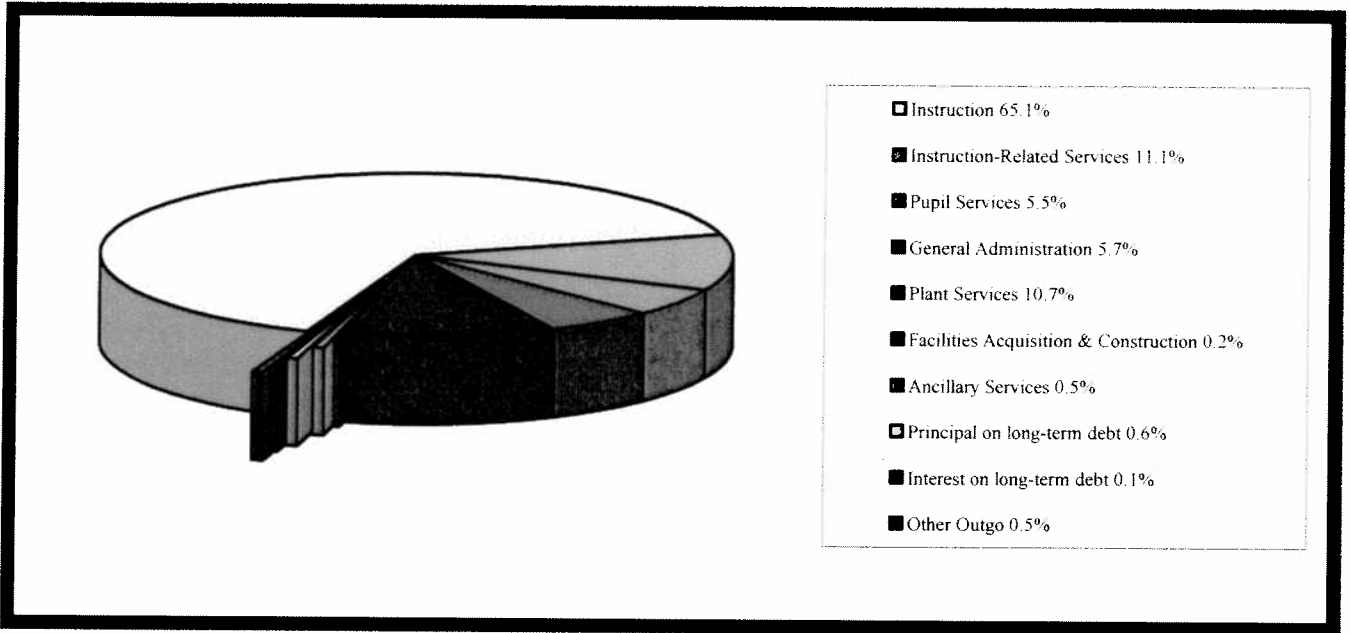
2007/2008 General Fund Revenues



2007/2008 General Fund Expenditures by Object



2007/2008 General Fund Expenditures by Function



Other Governmental Funds

The change in fund balance for the Cafeteria Fund is a combination of the loss of sales and the purchase of a new refrigerated vehicle.

Deferred Maintenance received funding from the State and the District's contribution. Planned projects from that fund were to be completed after June 30, 2008.

Our Building Fund is proceeding with the modernization projects at two of our elementary schools as well as the planning of a new football stadium at the high school.

Capital Facilities Fund maintains a negative balance due to the past payment of an annual COP payment and the contribution to projects funded through the State's critical hardship program. Currently, economic conditions that have halted the development of several planned housing developments in the area. The District does hold \$2 million in our special reserve to cover the deficit in the Capital Facilities Fund.

Our County Schools Facilities Fund contains planning dollars for the modernization projects and our future elementary school that will be built within the next 5 years.

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets

At June 30, 2008, the District had invested \$69,156,304, net of accumulated depreciation in a broad range of capital assets, including land, construction in progress, land improvements, buildings and improvements and vehicles. Currently, the construction in progress represents the modernization projects that are to be completed during the summer of 2008. Land improvements included the clearing of the property for our next elementary school to be built when needed. Equipment added included and new refrigerated vehicle as well as several vehicles for our maintenance department.

Capital Assets

	Governmental Activities		Percent
	2008	2007	Change
CAPITAL ASSETS			
Land	\$ 10,509,396	\$ 10,509,396	0.0 %
Construction In Progress	3,014,190	672,127	348.5 %
Land Improvements	13,281,829	12,210,639	8.8 %
Buildings And Improvements	71,525,886	71,296,431	0.3 %
Equipment	3,024,279	2,705,689	11.8 %
Accumulated Depreciation	(32,199,276)	(29,121,204)	10.6 %
NET CAPITAL ASSETS	<u>\$ 69,156,304</u>	<u>\$ 68,273,078</u>	<u>1.3 %</u>

Long-Term Debt

At year end, the District had \$61,773,933 in debt, consisting mainly of General Obligation Bonds. The most significant change in long-term debt was the reduction of the capital lease payable. During the 2008/2009 fiscal year, the lease for the portable classrooms the debt represents will be paid in full. No new retirement plans were enacted and the decrease in balances represents the pay down of those obligations as well.

Long-Term Debt

	Governmental Activities		Percent Change
	2008	2007	
LONG-TERM DEBT			
General Obligation Bonds Payable	\$ 61,057,356	\$ 59,208,039	3.1 %
Capital Lease Payable	198,833	291,887	(31.9 %)
Early Retirement Plan	176,528	199,415	(11.5 %)
Compensated Absences	83,348	87,509	(4.8 %)
Public Agency Retirement System	257,868	386,802	(33.3 %)
TOTAL LONG-TERM DEBT	<u>\$ 61,773,933</u>	<u>\$ 60,173,652</u>	<u>2.7 %</u>

GENERAL FUND BUDGETARY HIGHLIGHTS

The budget is a living document that adjusts as conditions warrant. The Board of Trustees approves budget adjustments at first interim, second interim, and year end close.

Over the course of the year, the District revises its annual budget to reflect unexpected changes in revenues and expenditures. The final amendment to the budget was approved September 17, 2008. A schedule of the District's General Fund original and final budget amounts compared with actual revenues and expenditures is provided with the basic financial statements in the audited financial report.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

At the time these financial statements were prepared and audited, the District was aware of several circumstances that could affect its future financial health:

- ❑ Economic conditions. The District is preparing preliminary plans for reacting to loss of funding due to the State's budget crisis.
- ❑ Declining enrollment. The District continues to lose students and is reviewing all vacated positions and reducing hiring to compensate for the student loss.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, parents, participants, investors and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the money it receives. If you have questions about this report, or need additional financial information, contact Jeanne Bess, Director of Fiscal Services, 8408 Watt Avenue, Antelope, CA 95843 (916) 338-6400.

FINANCIAL SECTION

CENTER UNIFIED SCHOOL DISTRICT
STATEMENT OF NET ASSETS
JUNE 30, 2008

	<u>Governmental Activities</u>
ASSETS	
Cash and cash equivalents	\$ 10,503,020
Investments	17,484,226
Accounts receivable	4,149,308
Stores inventories	58,413
Prepaid expenses	3,680
Other current assets	802,413
Capital assets:	
Non-depreciable	13,523,586
Depreciable, net of accumulated depreciation	<u>55,632,718</u>
Total Assets	<u><u>\$ 102,157,364</u></u>
LIABILITIES	
Deficit in cash	\$ 1,252,740
Accounts payable	3,843,469
Interest payable	17,537
Deferred revenue	92,912
Long-term debt:	
Due within one year	1,627,701
Due after one year	<u>60,146,232</u>
Total Liabilities	<u><u>\$ 66,980,591</u></u>
NET ASSETS	
Invested in capital assets, net of related debt	\$ 7,900,115
Restricted for:	
Capital projects	16,333,285
Debt service	1,537,946
Educational programs	194,113
Unrestricted	<u>9,211,314</u>
Total Net Assets	<u><u>\$ 35,176,773</u></u>

The accompanying notes are an integral part of these financial statements.

CENTER UNIFIED SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

Functions	Expenses	Program Revenues			Net (Expense)
		Charges for	Operating	Capital	Revenue and
		Services	Grants and	Grants and	Change in
			Contributions	Contributions	Net Assets
					Governmental
					Activities
GOVERNMENTAL ACTIVITIES					
Instruction	\$ 28,380,898	\$ 47,507	\$ 5,595,277	\$ 57,197	\$ (22,680,917)
Instruction-related services:					
Supervision of instruction	720,146	-	550,204	-	(169,942)
Instructional library, media and technology	606,335	-	453,220	-	(153,115)
School site administration	3,735,137	-	250,381	-	(3,484,756)
Pupil services:					
Home-to-school transportation	1,134,516	20,938	403,479	-	(710,099)
Food services	1,439,288	571,441	854,981	-	(12,866)
All other pupil services	1,092,692	-	531,820	-	(560,872)
General administration:					
Data processing	505,389	-	-	-	(505,389)
All other general administration	1,980,030	2,493	187,309	-	(1,790,228)
Plant services	4,616,157	-	339,122	-	(4,277,035)
Ancillary services	224,356	-	-	-	(224,356)
Interest on long-term debt	3,185,677	-	-	-	(3,185,677)
Other outgo	198,450	-	67,831	-	(130,619)
Depreciation (unallocated)	3,078,072	-	-	-	(3,078,072)
Total Governmental Activities	<u>\$ 50,897,143</u>	<u>\$ 642,379</u>	<u>\$ 9,233,624</u>	<u>\$ 57,197</u>	<u>(40,963,943)</u>
GENERAL REVENUES					
Taxes and subventions:					
Property taxes levied for general purposes					7,255,424
Property taxes levied for debt service					1,416,702
Taxes levied for other specific purposes					176
Federal and state aid not restricted to specific purposes					27,844,834
Interest and investment earnings					1,249,288
Miscellaneous					272,320
Total General Revenues					<u>38,038,744</u>
Change in Net Assets					(2,925,199)
Net Assets - Beginning					<u>38,101,972</u>
Net Assets - Ending					<u>\$ 35,176,773</u>

The accompanying notes are an integral part of these financial statements.

CENTER UNIFIED SCHOOL DISTRICT
GOVERNMENTAL FUNDS
BALANCE SHEET
JUNE 30, 2008

	General Fund	Building Fund	Other Governmental Funds	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ 3,922,187	\$ 528,801	\$ 6,052,032	\$ 10,503,020
Investments	-	17,484,226	-	17,484,226
Accounts receivable	3,577,118	-	572,190	4,149,308
Due from other funds	221,925	-	16,751	238,676
Stores inventories	29,306	-	29,107	58,413
Prepaid expenditures	3,680	-	-	3,680
Total Assets	\$ 7,754,216	\$ 18,013,027	\$ 6,670,080	\$ 32,437,323
LIABILITIES AND FUND BALANCE				
Liabilities:				
Deficit in cash	\$ -	\$ -	\$ 1,252,740	\$ 1,252,740
Accounts payable	2,045,859	1,531,062	266,548	3,843,469
Due to other funds	16,751	44,010	177,915	238,676
Deferred revenue	54,655	-	38,257	92,912
Total Liabilities	2,117,265	1,575,072	1,735,460	5,427,797
Fund Balance:				
Reserved for:				
Cash in revolving fund	10,000	-	550	10,550
Stores inventories	29,306	-	29,107	58,413
Prepaid expenditures	3,680	-	-	3,680
Legally restricted balances	2,914,256	-	-	2,914,256
Unreserved:				
Designated for:				
Economic uncertainties	1,221,049	-	-	1,221,049
Undesignated, reported in:				
General fund	1,458,660	-	-	1,458,660
Special revenue fund(s)	-	-	3,471,687	3,471,687
Capital project fund(s)	-	16,437,955	(104,670)	16,333,285
Debt service fund(s)	-	-	1,537,946	1,537,946
Total Fund Balance	5,636,951	16,437,955	4,934,620	27,009,526
Total Liabilities and Fund Balance	\$ 7,754,216	\$ 18,013,027	\$ 6,670,080	\$ 32,437,323

The accompanying notes are an integral part of these financial statements.

CENTER UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS
BALANCE SHEET TO THE STATEMENT OF NET ASSETS
JUNE 30, 2008

	<u>Detail</u>	<u>Total</u>
Total fund balances - governmental funds		\$ 27,009,526
<p>Amounts reported for governmental activities in the Statement of Net Assets differ from amounts reported in governmental funds as follows:</p> <p>Capital Assets used in governmental activities are not financial resources and, therefore, are not reported in the governmental funds.</p>		
Historical cost of capital assets	\$ 101,355,580	
Accumulated depreciation	<u>(32,199,276)</u>	
		69,156,304
<p>Debt issue costs are recorded as expenditures in the governmental funds, in the period they are incurred. In the government-wide statements, debt issue costs are amortized over the life of the debt. The unamortized debt issue costs included in deferred charges on the statement of net assets.</p>		
		802,413
<p>Interest on long-term debt is not reported in the governmental funds until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liabilities for the unamortized interest owing at the end of the period are included on the statement of net assets.</p>		
		(17,537)
<p>Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental funds. Long-term liabilities, net of unamortized premiums, discounts, and deferred charges, are included in the statement of net assets.</p>		
General obligation bonds payable	(61,057,356)	
Capital lease payable	(198,833)	
Early retirement plan	(176,528)	
Compensated absences	(83,348)	
Public Agency Retirement System	<u>(257,868)</u>	
		<u>(61,773,933)</u>
Total net assets, governmental activities		<u>\$ 35,176,773</u>

The accompanying notes are an integral part of these financial statements.

CENTER UNIFIED SCHOOL DISTRICT
GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

	General Fund	Building Fund	Other Governmental Funds	Total Governmental Funds
REVENUES				
Revenue limit sources:				
State apportionments	\$ 23,446,233	\$ -	\$ 1,355,640	\$ 24,801,873
Local sources	7,080,722	-	338,041	7,418,763
Federal	2,098,400	-	702,312	2,800,712
Other state	5,642,053	-	1,571,331	7,213,384
Other local	2,631,815	873,895	2,231,502	5,737,212
Total Revenues	40,899,223	873,895	6,198,826	47,971,944
EXPENDITURES				
Instruction	26,326,752	-	2,054,146	28,380,898
Instruction related services:				
Supervision of instruction	701,020	-	19,126	720,146
Instructional library, media, and technology	606,335	-	-	606,335
School site administration	3,169,216	-	567,826	3,737,042
Pupil services:				
Home-to-school transportation	1,132,058	-	-	1,132,058
Food services	-	-	1,471,661	1,471,661
All other pupil services	1,092,568	-	124	1,092,692
General administration:				
Data processing	505,527	-	-	505,527
All other general administration	1,810,839	-	169,755	1,980,594
Plant services	4,322,972	-	342,801	4,665,773
Facility acquisition and construction	90,357	3,452,714	340,250	3,883,321
Ancillary services	224,356	-	-	224,356
Principal on long-term debt	244,877	-	604,381	849,258
Interest on long-term debt	36,260	-	648,754	685,014
Other outgo	198,450	-	-	198,450
Total Expenditures	40,461,587	3,452,714	6,218,824	50,133,125
Excess (deficiency) of revenues over (under) expenditures	437,636	(2,578,819)	(19,998)	(2,161,181)
OTHER FINANCING SOURCES (USES)				
Operating transfers in	-	-	240,015	240,015
Operating transfers out	(240,015)	-	-	(240,015)
Total Other Financing Sources (Uses)	(240,015)	-	240,015	-
Excess of revenues and other financing sources over (under) expenditures and other financing sources (uses)	197,621	(2,578,819)	220,017	(2,161,181)
Fund Balance - Beginning	5,439,330	19,016,774	4,714,603	29,170,707
Fund Balance - Ending	\$ 5,636,951	\$ 16,437,955	\$ 4,934,620	\$ 27,009,526

The accompanying notes are an integral part of these financial statements.

CENTER UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT
OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCES TO THE STATEMENT OF ACTIVITIES
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

	<u>Detail</u>	<u>Total</u>
Total change in fund balances - governmental funds		\$ (2,161,181)
Amounts reported for governmental activities differ from amounts reported in governmental funds as follows:		
Capital Outlays are reported as expenditures in governmental funds. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.		
Capital outlay	\$ 3,961,298	
Depreciation expense	<u>(3,078,072)</u>	
		883,226
Bond issuance costs are recorded as an expenditure in the governmental fund financials. In the government-wide financials they are recorded as deferred charges and amortized as interest expense over the life of the bond.		
Interest expense	<u>(47,733)</u>	
		(47,733)
Proceeds from debt provide current financial resources to governmental funds. However, issuing debt increases long-term liabilities in the statement of net assets. This amount is the net effect of proceeds and issuance costs.		
Accreted interest on capital appreciation bonds is accrued as long-term debt in the government wide financials, increasing interest expense.		
		(3,065,270)
Repayment of the accreted interest on capital appreciation bonds is reported as an expenditure in Governmental funds. However the repayment reduces the long-term liabilities in the statement of net assets.		
		591,829
Debt issued at a premium or at a discount is recognized as an Other Financing Source or Other Financing Use in the period it is incurred in the governmental funds. In the government-wide statements, the premium or discount is amortized as interest over the life of the debt. This is the amortization of premium or discount for the period.		
		19,743

The accompanying notes are an integral part of these financial statements.

CENTER UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT
OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCES TO THE STATEMENT OF ACTIVITIES
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

(Continued)	<u>Detail</u>	<u>Total</u>
Repayment of the principal of long-term debt is reported as an expenditure in governmental funds. However, the repayment reduces long-term liabilities in the statement of net assets.		
General obligation bonds payable	604,381	
Capital lease payable	93,054	
Public Agency Retirement System	<u>128,934</u>	
		826,369
Increases in the liability for early retirement incentives are not recorded as expenditures in governmental funds because they are not expected to be liquidated with current financial resources. Decreases to the liability are reported as expenditures in governmental funds, however, the payments reduce the long-term liability in the statement of net assets. This is the amount by which payments for early retirement incentives exceeds additions.		
Decrease to early retirement incentives	<u>22,887</u>	
		22,887
Increases in the liability for compensated absences are not recorded as expenditures in governmental funds because they are not expected to be liquidated with current financial resources. In the statement of activities, compensated absences are recognized as expenses when earned.		
Decreases to compensated absences	<u>4,161</u>	
		4,161
Unmatured interest on long-term debt is recognized in governmental funds in the period when it is due. However, in the statement of activities, unmaturred interest on long-term debt is accrued at year end.		<u>770</u>
Change in net assets of governmental activities		<u><u>\$ (2,925,199)</u></u>

The accompanying notes are an integral part of these financial statements.

CENTER UNIFIED SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCE
GENERAL FUND
JUNE 30, 2008

	Budgeted Amounts		Actual	Variance with Final Budget
	Original	Final	Amounts	Favorable (Unfavorable)
REVENUES				
Revenue limit sources:				
State apportionments	\$ 23,207,891	\$ 23,129,177	\$ 23,446,233	\$ 317,056
Local sources	7,985,422	7,263,436	7,080,722	(182,714)
Federal	1,786,655	2,297,237	2,098,400	(198,837)
Other state	5,163,226	6,217,487	5,642,053	(575,434)
Other local	2,560,909	2,843,933	2,631,815	(212,118)
Contributions	-	27,281	-	(27,281)
Total Revenues	40,704,103	41,778,551	40,899,223	(879,328)
EXPENDITURES				
Certificated salaries	19,669,534	21,425,810	20,889,569	536,241
Classified salaries	5,922,205	6,606,349	6,474,934	131,415
Employee benefits	7,001,617	7,225,576	6,825,247	400,329
Books and supplies	2,706,006	4,550,213	1,996,909	2,553,304
Services, other operating expenses	3,937,092	4,766,625	3,877,383	889,242
Capital outlay	24,000	126,502	87,713	38,789
Debt service:				
Principal	342,142	342,142	244,877	97,265
Interest	55,419	55,419	36,260	19,159
Transfers of indirect/direct support costs	(163,741)	(148,458)	(169,755)	21,297
Other outgo	571,048	198,450	198,450	-
Total Expenditures	40,065,322	45,148,628	40,461,587	4,687,041
Excess (deficiency) of revenues over expenditures before other financing Sources (uses)	638,781	(3,370,077)	437,636	3,807,713
OTHER FINANCING SOURCES (USES)				
Transfers out	(240,000)	(240,015)	(240,015)	-
Total Other Financing Sources (Uses)	(240,000)	(240,015)	(240,015)	-
Net Increase (Decrease) in Fund Balance	398,781	(3,610,092)	197,621	3,807,713
Fund Balance - Beginning	5,439,330	5,439,330	5,439,330	-
Fund Balance - Ending	\$ 5,838,111	\$ 1,829,238	\$ 5,636,951	\$ 3,807,713

The accompanying notes are an integral part of these financial statements.

CENTER UNIFIED SCHOOL DISTRICT
STATEMENT OF CHANGES IN FUND NET ASSETS
AGENCY FUND
JUNE 30, 2008

	<u>Agency Fund</u>
	<u>Student Body</u>
	<u>Organization</u>
ASSETS	
Cash and Cash Equivalents	\$ 180,231
Total Assets	<u>\$ 180,231</u>
LIABILITIES	
Due to student groups	\$ 180,231
Total Liabilities	<u>\$ 180,231</u>

The accompanying notes are an integral part of these financial statements.

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 1. SIGNIFICANT ACCOUNTING POLICIES

A. General Statement

The Center Unified District (District) is a public educational agency operating under the applicable laws and regulations of the State of California. It is governed by a five member Board of Trustees (Board) elected by registered voters of the District, which comprises an area in Sacramento and Placer Counties. The District was established in 1858 and serves students in grades K-12.

B. Accounting Policies

The District prepares its basic financial statements in conformity with generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA) and complies with the policies and procedures of the Department of Education's *California School Accounting Manual*. Governments are also required to follow the pronouncements of the Financial Accounting Standards Board (FASB) issued through November 30, 1989 (when applicable) that do not conflict with or contradict GASB pronouncements.

C. Reporting Entity

The District has reviewed criteria to determine whether other entities with activities that benefit the District should be included within its financial reporting entity. The criteria include, but are not limited to, whether the District exercises oversight responsibility (which includes financial interdependency, selection of governing authority, designation of management, ability to significantly influence operations, and accountability for fiscal matters), the scope of public service, and a special financing relationship.

The District has determined that no outside entity meets the above criteria, and therefore, no agency has been included as a component unit in the District's general-purpose financial statements. In addition, the District is not aware of any entity that would exercise such oversight responsibility that would result in the District being considered a component unit of that entity.

D. Future Implementation of New Accounting Pronouncements

In July of 2004, the GASB issued GASB 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*, which is required to be implemented by the District during the fiscal year ending June 30, 2009. The new statement will significantly change the way state and local governments report its "other postemployment benefits" to the public. As a result of GASB 45, state and local governments will be required to (1) recognize the cost of these benefits in periods when the related services were rendered to the employer, (2) provide information about the actuarial accrued liabilities for promised benefits associated with past services and to what extent those benefits have been funded, (3) and provide information useful in assessing potential demands on the employer's cash flow.

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 1. SIGNIFICANT ACCOUNTING POLICIES (Continued)

E. Basis of Presentation

Government-wide Financial Statements:

The government-wide financial statements (i.e., the statement of net assets and the statement of activities) report information on all of the nonfiduciary activities of the District and its component units. Governmental activities, which normally are supported by taxes and intergovernmental revenues, are reported separately from business-type activities, which rely to a significant extent on fees and charges for support. Likewise, the primary government is reported separately from certain legally separate component units for which the primary government is financially accountable.

The government-wide statement of activities presents a comparison between direct expenses and program revenues for each function or program of the District's governmental activities. Direct expenses are those that are specifically associated with a service, program, or department and are therefore clearly identifiable to a particular function. The District does not allocate indirect expenses to functions in the statement of activities. Program revenues include charges paid by the recipients of goods or services offered by a program, as well as grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues which are not classified as program revenues are presented as general revenues of the District, with certain limited exceptions. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the District.

Fund Financial Statements:

The financial transactions of the District are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprises its assets, liabilities, reserves, fund equity, revenues and expenditures or expenses, as appropriate.

The emphasis in fund financial statements is on the major funds in either the governmental or business-type activities categories. Non-major funds by category are summarized in to a single column. GASB 34 sets forth minimum criteria (percentage of the assets, liabilities, revenues or expenditures/expenses or either fund category or the governmental and enterprise combined) for the determination of major funds. The non-major funds are combined in a column in the fund financials statements.

The District's accounts are organized into major and non-major governmental funds as follows:

Major Governmental Funds:

The *General Fund* is the general operating fund of the District. It is used to account for all financial resources except those required to be accounted for in another fund.

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 1. SIGNIFICANT ACCOUNTING POLICIES (Continued)

The *Building Fund*, is a *Capital Facilities Fund* as described below, is used to account for the acquisition of major governmental capital facilities and buildings funded primarily with proceeds from the sale of bonds.

Non-major Governmental Funds:

Special Revenue Funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specific purposes. The District maintains the following non-major special revenue funds:

1. The Charter School Fund is used to account for the resources committed to and expenditures incurred by the District chartered Antelope View Charter School and Global Youth Charter School.
2. The Adult Education Fund is used to account for resources committed to adult education programs maintained by the District.
3. The Child Development Fund is used to account for resources committed to child development programs maintained by the District.
4. The Cafeteria Fund is used to account for revenues and expenditures associated with the District's food service program.
5. The Deferred Maintenance Fund is used for the purpose of major repair or replacement of the District's facilities.
6. The Special Reserve Fund for Other Than Capital Outlay Projects is used to account for resources accumulated for board designated purposes.

Capital Projects Funds are used to account for the acquisition and construction of all major governmental capital assets. The District maintains the following non-major capital projects funds:

1. The Capital Facilities Fund is used to account for resources received from developer impact fees assessed under provisions of the California Environmental Quality Act (CEQA).
2. The County School Facilities Fund is used to account for State apportionments provided from State School Facility Program funding and the expenditures relating to the acquisition, construction, or renovation of approved capital facilities projects.

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 1. SIGNIFICANT ACCOUNTING POLICIES (Continued)

Debt Service Funds are used to account for the accumulation of resources for, and the debt service payments related to, the District's debt issuances. The District maintains the following non-major debt service fund:

1. The Bond Interest and Redemption Fund is maintained by the County Treasurer and is used to account for both the accumulation of resources from ad valorem tax levies and the interest payments and redemption of principal of the District's general obligation bond issuance as discussed at Note 6.

Fiduciary Funds:

Fiduciary Funds are used to account for resources that are required to be held in trust for individuals, private organizations, other governments and/or other funds. The District maintains the following fiduciary fund:

1. Agency Funds are used to account for assets of others for which the District has an agency relationship with the activity of the fund. This classification consists of the Student Body Fund.

F. Basis of Accounting

Basis of accounting refers to when transactions are recorded in the financial records and reported in the financial statements. The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting.

Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting.

Governmental fund financial statements, therefore, include a reconciliation with brief explanations to better identify the relationship between the government-wide statements and the statements for governmental funds.

Revenues - Exchange and Non-exchange Transactions:

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded under the accrual basis when the exchange takes place. Under the modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the District, "available" means collectable within the current period or within 45, 60, 90 days after year-end, depending on the revenue source. However, to achieve comparability of

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 1. SIGNIFICANT ACCOUNTING POLICIES (Continued)

reporting among California Districts and so as not to distort normal revenue patterns, with specific respect to reimbursement grants and corrections to state aid apportionments, the California Department of Education has defined available as collectible within one year.

Non-exchange transactions are those in which the District receives value without directly giving equal value in return, include property taxes, grants, and entitlements. Under the accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants and entitlements is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are to be used or the fiscal year when use is first permitted; matching requirements, in which the District must provide local resources to be used for a specific purpose; and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. Under the modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Deferred Revenue:

Deferred revenue arises when assets are received before revenue recognition criteria have been satisfied. Grants and entitlements received before eligibility requirements are met are recorded as deferred revenue. On governmental fund financial statements, receivables associated with non-exchange transactions that will not be collected within the availability period have also been recorded as deferred revenue.

Expenses/Expenditures:

Under the accrual basis of accounting, expenses are recognized at the time they are incurred. However, the measurement focus of governmental fund accounting is on decreases in the net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred, if measurable. Allocations of cost, such as depreciation and amortization, are not recognized on governmental fund financial statements.

G. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America for all governmental funds. By state law, the District's governing board must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements.

These budgets are revised by the District's governing board and District superintendent during the year to give consideration to unanticipated revenue and expenditures. The original and final revised budgets for the General Fund are presented as required supplementary information in these financial statements.

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 1. SIGNIFICANT ACCOUNTING POLICIES (Continued)

Formal budgetary integration was employed as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account.

H. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated on June 30.

I. Assets, Liabilities, and Equity

1. Cash and Cash Equivalents

The District considers all highly liquid investments with a maturity of three months or less at the time of purchase to be cash equivalents. Investments for the District are reported at fair value. The Local Agency Investment Fund (LAIF) was established by California in 1977 as an investment alternative to local governments and special districts. The funds deposited with LAIF are available to the District on demand.

2. Receivables

Accounts receivable in governmental fund types consist primarily of receivables from federal, state and local governments for various programs.

3. Stores Inventories

Inventories are recorded using the purchases method, in that inventory acquisitions are initially charged as expenditures when acquired. The inventory (asset) account is adjusted to the physical count at year-end. Reported inventories are equally offset by a fund balance reserve, which indicates that these amounts are not "available for appropriation and expenditure" even though they are a component of net current assets.

4. Prepaid Expenditures

The District has the option of reporting expenditures for prepaid items in governmental funds either when paid or during the benefiting period. The District has chosen to report the expenditure when paid.

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 1. SIGNIFICANT ACCOUNTING POLICIES (Continued)

5. Capital Assets

Capital assets are those purchased or acquired with an original cost of \$5,000 or more and are reported at historical cost or estimated historical cost. Contributed assets are reported at fair market value as of the date received. Additions, improvements, and other capital outlays that significantly extend the useful life of an asset are capitalized. The costs of normal maintenance and repairs that do not add to the value of the assets or materially extend the asset's lives are not capitalized, but are expensed as incurred. Depreciation on all capital assets is computed using a straight-line basis and an annual convention over the following estimated useful lives:

Land improvements	25
Buildings and improvements	25 - 50
Equipment	5 - 10
Vehicles	8

6. Compensated Absences and Other Employee Benefit Amounts

All vacation pay plus related payroll taxes is accrued when incurred in the government-wide financial statements. A liability for these amounts is reported in the governmental funds only if they have matured, for example, as a result of employee resignations and retirements.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken, since such benefits do not vest, nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

As provided in applicable negotiated contracts, employees meeting the established criteria may participate in the District's group health and insurance program as described in Note 13. An estimate of the present value of future benefits is recognized as a long-term liability in the statement of net assets.

7. Long-Term Obligations

The District reports long-term obligations of governmental funds at face value in the government-wide financial statements.

In the fund financial statements, governmental funds recognize bond premiums and discounts as well as bond issuance costs, during the current period. The face amount of the debt issued is reported as other financing sources.

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 1. SIGNIFICANT ACCOUNTING POLICIES (Continued)

8. Fund Balance Reserves and Designations

In the governmental fund financial statements, reservations of the ending fund balance indicate the portions of fund balance not appropriable for expenditure or amounts legally segregated for a specific future use. The reserves for revolving fund, inventories, prepaid expenditures, and legally restricted programs reflect the portions of fund balance that are not available for appropriation and expenditure at the balance sheet date.

Designations of the ending fund balance indicate tentative plans for financial resource use in a future period that are subject to change.

9. Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1, and are payable in two installments on December 10 and April 10. Unsecured property taxes are payable in one installment on or before August 31. The County of Sacramento bills and collects the taxes for the District. Tax revenues are recognized by the District when received.

J. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenditures during the reporting period. Actual amounts could differ from those estimates.

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 2. CASH

Cash at June 30, 2008 are classified in the accompanying financial statements as follows:

	<u>Statement of Net Assets</u>	<u>Agency Fund</u>
Cash and Cash Equivalents		
Pooled Funds:		
Cash in county treasury	\$ 10,459,655	\$ -
Deficit in county treasury	<u>(1,252,740)</u>	<u>-</u>
Net Cash in County Treasury	<u>9,206,915</u>	<u>-</u>
Deposits:		
Cash on hand and in banks	32,815	180,231
Cash in revolving fund	<u>10,550</u>	<u>-</u>
Total Cash and Cash Equivalents	<u><u>\$ 9,250,280</u></u>	<u><u>\$ 180,231</u></u>
Investments:		
Sacramento County Treasurer	<u>\$ 17,484,226</u>	<u>\$ -</u>
Total Investments	<u><u>\$ 17,484,226</u></u>	<u><u>\$ -</u></u>

Cash in County Treasury

In accordance with *Education Code* 41001, the District maintains substantially all of its cash in the Sacramento County Treasury (the Treasury). The Treasury pools these funds with those of other districts in the County and invests the cash. The share of each fund in the pooled cash account is separately accounted for and interest earned is apportioned quarterly to funds that are legally required to receive interest based on the relationship of a fund's daily balance to the total of pooled cash and investments.

Participants' equity in the investment pool is determined by the dollar amount of the participant deposits, adjusted for withdrawals and distributed income. This method differs from the fair value method used to value investments in these financial statements in that unrealized gains or losses are not distribute to pool participants.

The Treasury is authorized to deposit cash and invest excess funds by *California Government Code* Section 53648 et seq. The funds maintained by the Treasury are either secured by federal depository insurance or are collateralized.

The Treasury is restricted by *Government Code* Section 53635, pursuant to Section 53601, to invest in time deposits; U.S. government securities; state registered warrants, notes or bonds; the State Treasurer's investment pool; bankers' acceptances; commercial paper; negotiable certificates of deposit; and repurchase or reverse repurchase agreements.

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 2. CASH (Continued)

Investments Authorized by the District's Investment Policy

The table below identifies the investment types authorized for the District by the *California Government Code* Section 53601. This table also identifies certain provisions of the *California Government Code* that address interest rate risk, credit risk, and concentration of credit risk.

Authorized Investment Type	Maximum Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds or Notes	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Bankers Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20%	None
Medium-Term Notes	5 years	30%	None
Mutual Funds	n/a	20%	10%
Mortgage Pass through Securities	5 years	20%	None
Joint Power Agreements	5 years	20%	None
County Pooled Investment Funds	n/a	None	None
Local Agency Investment Funds (LAIF)	n/a	None	None

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair values to changes in market interest rates. As of June 30, 2008, the weighted average maturity of the investments contained in the Treasury investment pool was not available.

Credit Risk

Generally, credit risk, is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The County Treasury investment pool does not have a rating provided by a nationally recognized statistical rating organization.

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 2. CASH (Continued)

Custodial Credit Risk – Deposits

This is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a formal policy for custodial credit risk for deposits.

Cash balances in banks and revolving funds are insured up to \$100,000 (temporarily increased to \$250,000 from October 3, 2008 through December 31, 2009) by the Federal Deposit Insurance Corporation (FDIC). In addition, the *California Government Code* requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits. As of June 30, 2008, the District held \$131,912 cash in banks in excess of the FDIC amount.

Custodial Credit Risk – Investments

This is the risk that, in the event of the failure of the counterparty, the District will not be able to recover the value of its investments or collateral securities that are in possession of an outside party. The *California Government Code* and the Agency's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for investments.

NOTE 3. ACCOUNTS RECEIVABLE

Accounts Receivable at June 30, 2008 consists of the following:

	General Fund	All Other Governmental Funds	Total Governmental Funds
Federal	\$ 401,431	\$ 98,112	\$ 499,543
State	913,468	124,410	1,037,878
Interest	159,457	111,295	270,752
Other	2,102,762	238,373	2,341,135
Totals	<u>\$ 3,577,118</u>	<u>\$ 572,190</u>	<u>\$ 4,149,308</u>

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 4. INTERFUND TRANSACTIONS AND OTHER TRANSFERS

Interfund transactions are reported as either loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables, as appropriate, and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers.

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 4. INTERFUND TRANSACTIONS AND OTHER TRANSFERS (Continued)

Interfund Receivables/Payables (Due From/Due To)

As of June 30, 2008, interfund receivables and payables were as follows:

<u>Due from</u>	<u>Due to</u>	<u>Amount</u>	<u>Purpose</u>
General Fund	Charter School Fund - Global Youth Charter School	\$ 26,922	3% Over-site and direct charges for 2007/2008.
General Fund	Charter School Fund - Antelope View Charter School	84,020	3% Over-site and direct charges for 2007/2008.
General Fund	Charter School Fund - Antelope View Charter School	1,335	Xerox charges - April through June, 2008.
General Fund	Charter School Fund - Antelope View Charter School	927	Stores - April through June, 2008.
General Fund	Charter School Fund - Global Youth Charter School	25	Alarm calls April through June, 2008.
General Fund	Charter School Fund - Global Youth Charter School	1,321	Xerox charges - April through June, 2008.
General Fund	Charter School Fund - Global Youth Charter School	870	Stores - April through June, 2008.
General Fund	Charter School Fund -	105	Legal invoice 2007/2008.
General Fund	Building Fund	44,010	Legal invoice 2007/2008.
General Fund	County School Facilities Fund	3,045	Legal invoice 2007/2008.
General Fund	Child Development Fund	58,812	Indirect cost to District for Child Development 2007/2008.
General Fund	Adult Education Fund	160	Xerox charges - April through June, 2008.
General Fund	Adult Education Fund	32	Stores - April through June, 2008.
General Fund	Cafeteria Fund	257	Xerox charges - April through June, 2008.
General Fund	Cafeteria Fund	84	Stores - April through June, 2008.
Charter School Fund	General Fund	16,751	Property tax transfer from General Fund to Charter School Fund.
Total		<u>\$ 238,676</u>	

All interfund receivables and payables are scheduled to be paid within one year.

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 4. INTERFUND TRANSACTIONS AND OTHER TRANSFERS (Continued)

Interfund Transfers

Interfund transfers consist of nonreciprocal operating movements of net assets from funds receiving revenue to funds through which the resources are to be expended. As of June 30, 2008, interfund transfers are as follows:

<u>Transfers In</u>	<u>Transfers Out</u>	<u>Amount</u>	<u>Purpose</u>
Deferred Maintenance Fund	General Fund	\$ 240,015	District match to Deferred Maintenance.
Total		<u>\$ 240,015</u>	

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 5. CAPITAL ASSETS

The changes in capital assets for the year ended June 30, 2008, are shown below:

	Balance July 1, 2007	Additions	Decreases	Balance June 30, 2008
Capital Assets Not Being Depreciated:				
Land	\$ 10,509,396	\$ -	\$ -	\$ 10,509,396
Construction in progress	672,127	2,773,450	(431,387)	3,014,190
Total Capital Assets Not Being Depreciated	<u>11,181,523</u>	<u>2,773,450</u>	<u>(431,387)</u>	<u>13,523,586</u>
Capital Assets Being Depreciated:				
Land improvements	12,210,639	639,803	431,387	13,281,829
Buildings and improvements	71,296,431	229,455	-	71,525,886
Equipment	2,705,689	318,590	-	3,024,279
Total Capital Assets Being Depreciated	<u>86,212,759</u>	<u>1,187,848</u>	<u>431,387</u>	<u>87,831,994</u>
Less Accumulated Depreciation for:				
Land improvements	(6,691,205)	(783,623)	-	(7,474,828)
Buildings and improvements	(20,343,768)	(2,130,891)	-	(22,474,659)
Equipment	(2,086,231)	(163,558)	-	(2,249,789)
Total Accumulated Depreciation	<u>(29,121,204)</u>	<u>(3,078,072)</u>	<u>-</u>	<u>(32,199,276)</u>
Total Capital Assets Being Depreciated, Net	<u>57,091,555</u>	<u>(1,890,224)</u>	<u>431,387</u>	<u>55,632,718</u>
Total Governmental Activities Capital Assets, Net	<u>\$ 68,273,078</u>	<u>\$ 883,226</u>	<u>\$ -</u>	<u>\$ 69,156,304</u>

The above deductions may include reclassifications of completed construction in progress.

Decreases in the District's capital assets included:

- The transfer of constructed assets in the amount of \$431,387 from non-depreciable construction in progress to buildings to be depreciated according to the District's depreciation policy.

The District did not have any idle capital assets at June 30, 2008.

Depreciation expense was charged to governmental activities as follows:

Depreciation (unallocated)	<u>\$ 3,078,072</u>
Total Depreciation Expense	<u>\$ 3,078,072</u>

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 6. GENERAL OBLIGATION BONDS

On April 2, 1992, the District issued 1992 General Obligation Bonds, Series A totaling \$4,339,733. The bonds were authorized in a special election on November 5, 1991, by a greater than two-thirds majority of registered voters in the District. Bond proceeds were used to acquire land for future schools, construction of new facilities, and rehabilitation of existing facilities. Repayment of the Bonds is made from the special parcel tax revenues levied in connection with this bond issue. The bonds were comprised of Current Interest Bonds and Capital Appreciation Bonds. The bonds bear interest rates from 6.5% to 6.7% and are scheduled to mature through 2017.

On August 1, 1992, the District issued 1992 General Obligation Bonds, Series B totaling \$3,069,795. Bond proceeds were used to acquire land for future schools, construction of new facilities, and rehabilitation of existing facilities. Repayment of the bonds is made from the special parcel tax revenues levied in connection with this bond issue. The bonds were comprised of Current Interest Bonds and Capital Appreciation Bonds. The bonds bear interest rates from 5.85% to 5.95% and are scheduled to mature through 2004.

On March 4, 1997, the District issued 1992 General Obligation Bonds, Series "C" totaling \$15,974,099. Bond proceeds were used to acquire land for future schools, construction of new facilities, and rehabilitation of existing facilities. Repayment of the bonds is made from the special parcel tax revenues levied in connection with this bond issue. The bonds bear interest rates from 4.55% to 5.8% and are scheduled to mature through 2021.

On April 4, 2001, the District issued 1992 General Obligation Refunding Bonds. The bonds were issued to refund the Current Interest Bonds with maturities from 2012 to 2017. Under the terms of the escrow agreement between the District and BNY Western Trust Company, the proceeds of the bond issuance were placed in an escrow account for the sole benefit of the prior bonds. The advanced refunding net the requirements of an in-substance defeasance of the 1992 bonds and are no longer reported on the books of the District.

On May 17, 2007, the District issued 1992 General Obligation Bonds, Series "D" totaling \$24,998,234. Bond proceeds of \$5,421,608 were used to repay the District's remaining 2003 Refunding Certificates of participation balance and accrued interest. The remaining proceeds were used to acquire, expand and construct school facilities. Repayment of the bonds is made from the special parcel tax revenues levied in connection with this bond issue. The bonds bear interest rates from 4.5% to 5.9% and are scheduled to mature through 2021.

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 6. GENERAL OBLIGATION BONDS (Continued)

The General Obligation Bonds are scheduled to mature as follows:

For the Fiscal Year Ended June 30:	Principal	Interest	Total
2009	\$ 1,349,643	\$ 80,240	\$ 1,429,883
2010	1,474,936	164,342	1,639,278
2011	1,603,312	269,172	1,872,484
2012	1,743,005	398,617	2,141,622
2013	1,952,507	489,058	2,441,565
2014 - 2018	12,085,623	6,537,484	18,623,107
2019 - 2023	16,117,618	16,572,382	32,690,000
2024 - 2028	13,868,880	17,396,120	31,265,000
2029 - 2032	10,050,599	18,459,401	28,510,000
Totals	<u>\$ 60,246,123</u>	<u>\$ 60,366,816</u>	<u>\$ 120,612,939</u>

A schedule of changes in general obligation bonds and deferred amounts for the year ended June 30, 2008 is shown below:

	Restated Outstanding July 1, 2007	Accreted Interest Current Year	Redeemed Current Year	Amortized Current Year	Outstanding June 30, 2008
Capital Appreciation Bonds:					
Series 1992 A	\$ 1,064,291	\$ 63,683	\$ 250,000	\$ -	\$ 877,974
Series 1992 B	3,727,793	219,981	366,210	-	3,581,564
Series 1997 C	26,734,988	1,493,953	520,000	-	27,708,941
2001 partial refunding of series 1992 A	416,724	45,756	-	-	462,480
Plus deferred amount for premium	254,187	-	-	10,696	243,491
Series 2007 D	25,103,267	1,241,897	-	-	26,345,164
Plus deferred amount for premium	576,789	-	-	9,047	567,742
Current Interest Bonds:					
2001 partial refunding of series 1992 A	1,330,000	-	60,000	-	1,270,000
Totals	<u>\$ 59,208,039</u>	<u>\$ 3,065,270</u>	<u>\$ 1,196,210</u>	<u>\$ 19,743</u>	<u>\$ 61,057,356</u>

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 7. CAPITAL LEASES

The District leases modular computer lab buildings and equipment under agreements that provide for title to pass upon expiration of the lease period. Future minimum lease payments are as follows:

<u>For the Fiscal Year Ended June 30:</u>	<u>Lease Payment</u>
2009	\$ 106,341
2010	<u>106,341</u>
Total Payments	212,682
Less Amount Representing Interest	<u>(13,849)</u>
Present Value of Net Minimum Lease Payments	<u><u>\$ 198,833</u></u>

NOTE 8. EARLY RETIREMENT INCENTIVE

During the 2003/2004 year, the District adopted an early retirement incentive program, pursuant to *Education Code* Sections 22714 and 44929, whereby the service credit to eligible employees is increased by two years. Eligible employees must have five or more years of service under the State Teachers' Retirement System (STRS) and retire during a period of not more than 120 days or less than 60 days from the date of the formal action taken by the District. Certificated employees who have reached the age of 55 and have at least one year of CalSTRS service were eligible to participate.

The District's future obligation to fund the plan is as follows:

<u>For the Fiscal Year Ended June 30:</u>	<u>STRS Payments</u>
2009	\$ 44,442
2010	42,615
2011	40,788
2012	38,961
2013	<u>37,133</u>
Total payments	203,939
Less amounts representing interest	<u>(27,411)</u>
Present value of net minimum payments	<u><u>\$ 176,528</u></u>

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 9. COMPENSATED ABSENCES

Accumulated vacation is not accrued in governmental funds. It must be paid to an employee upon termination, but it is generally applied in the year earned or a succeeding year. The District has reported an estimated liability due within one year in the amount of \$16,670 relative to compensated absences earned but not used at June 30, 2008. Expenditures related to this liability are accounted for in the fund in which the related salaries are recorded.

NOTE 10. PUBLIC AGENCY RETIREMENT SYSTEM (PARS)

The District offered a retirement incentive program for eligible employees through the Public Agency Retirement System (PARS). Employees who retired on or before June 30, 2003 and receiving supplemental benefits which began July 1, 2003. Future minimum funding of PARS is as follows:

<u>For the Fiscal Year Ended June 30:</u>	<u>PARS Payments</u>
2009	\$ 128,934
2010	<u>128,934</u>
Total payments	257,868
Less amounts representing interest	<u>-</u>
Present value of net minimum payments	<u><u>\$ 257,868</u></u>

NOTE 11. GENERAL LONG-TERM DEBT – SCHEDULE OF CHANGES

A schedule of changes in long-term debt for the year ended June 30, 2008 is shown below:

	<u>Balance July 1, 2007</u>	<u>Additions</u>	<u>Reductions</u>	<u>Balance June 30, 2008</u>	<u>Due within One Year</u>
General obligation bonds payable	\$ 59,208,039	\$ 3,065,270	\$ 1,215,953	\$ 61,057,356	\$ 1,349,643
Capital lease payable	291,887	-	93,054	198,833	97,149
Early retirement plan	199,415	-	22,887	176,528	35,305
Compensated absences	87,509	-	4,161	83,348	16,670
Public Agency Retirement System	<u>386,802</u>	<u>-</u>	<u>128,934</u>	<u>257,868</u>	<u>128,934</u>
Totals	<u><u>\$ 60,173,652</u></u>	<u><u>\$ 3,065,270</u></u>	<u><u>\$ 1,464,989</u></u>	<u><u>\$ 61,773,933</u></u>	<u><u>\$ 1,627,701</u></u>

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 12. PRIOR PERIOD ADJUSTMENT

Net assets were restated at July 1, 2007 due to the overstatement of capital assets net of accumulated depreciation. The effects on net assets are below:

Net Assets	Reported June 30, 2007	Restatement	Restated July 1, 2007
Invested in capital assets, net of related debt	\$ 9,719,090	\$ (945,938)	\$ 8,773,152
Restricted	20,745,870	-	20,745,870
Unrestricted	8,582,950	-	8,582,950
Totals	<u>\$ 39,047,910</u>	<u>\$ (945,938)</u>	<u>\$ 38,101,972</u>

NOTE 13. OTHER POSTEMPLOYMENT BENEFITS

In addition to pension benefits described in Note 19, the District provides postemployment benefits to all employees who retire from the District on or after attaining age 55 with at least 20 years of service. Employees who are eligible receive District paid benefits for five years or until the employees reaches age 65. On June 30, 2008, 46 retirees met these eligibility requirements. Expenditures for postemployment benefits are recognized on a pay-as-you-go basis, as retirees report claims. During the year, expenditures of \$133,158 were recognized for postretirement health care.

NOTE 14. RESTRICTED NET ASSETS

The District is a recipient of federal and state awards restricted categorical programs and as a result reported restricted net assets in the amount of \$18,065,344. The District is not aware of any planned changes to the underlying legislation enabling restrictions.

NOTE 15. STATE AND FEDERAL ALLOWANCES, AWARDS, AND GRANTS

The District has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements will not be material.

NOTE 16. STUDENT ORGANIZATIONS

The District is responsible for student body funds accumulated and expended by the District's Associated Student Body (ASB). A stand alone accounting system, capable of reporting both the individual club balances and activities as well as the aggregate total of all student body funds, is maintained at the schools and monitored by the District's business office.

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 17. CHARTER SCHOOLS

The District granted and approved two Charter Schools pursuant to *Education Code 47605* as follows:

1. The Antelope View Charter School was approved on August 1, 2000. The District has provided the Charter School facilities at the vacant Center Junior High School facility.
2. The Global Youth Charter School was approved on August 14, 2004. The District has provided the Charter School facilities at the vacant Center Junior High School facility.

NOTE 18. JOINT POWERS AGREEMENTS

The District is exposed to various risk of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees and natural disasters. During the fiscal year ending June 30, 2008, the District participated in several joint powers agreements (JPAs) to manage these risks. There were no significant reductions in coverage during the year. Settled claims have not exceeded coverage in any of the past three years.

The various JPAs and the services they provide the District are as follows:

- School Insurance Authority (SIA) arranges for and provides worker's compensation coverage.
- School Project for Utility Rate Reduction (SPURR) offers reduced rate natural gas products.
- School Excess Liability Fund (SELF) arranges for and provides excess insurance coverage.

The relationship between the District and the JPAs is such that the JPAs are not component units of the District for financial reporting purposes. The JPAs are governed by boards consisting of representatives from the member agencies. The boards control the operations of the JPAs, including selection of management and approval of operating budgets, independent of any influence by the member agencies beyond their representation on the board. Each member district pays premiums commensurate with the level of coverage or service requested, and shares surpluses and deficits proportionate to its participation in the JPA. Current financial information pertaining to the JPAs listed above is not available.

NOTE 19. EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certified employees are members of the State Teachers' Retirement System (STRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS).

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 19. EMPLOYEE RETIREMENT SYSTEMS (Continued)

STRS:

Plan Description and Provisions - The District contributes to the STRS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS annual financial report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

Funding Policy - Active plan members are required to contribute 8.0% of their salary and the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2007/2008 was 8.25% of annual payroll.

The contribution requirements of the plan members are established by state statute. The District's contribution to STRS for the fiscal year ending June 30, 2008, 2007, and 2006 were \$1,779,119, \$1,910,124 and \$1,530,466 respectively, and equal 100% of the required contributions for each year.

CalPERS:

Plan Description and Provisions - The District contributes to the School Employer Pool under the CalPERS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS' annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, CA 95814.

Funding Policy - Active plan members are required to contribute 7.0% of their salary and the District is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal 2007/2008 was 9.124% of annual payroll. The contribution requirements of the plan members are established by State statute. The District's contributions to CalPERS for the fiscal year ending June 30, 2008, 2007 and 2006 were \$599,561, \$618,890 and \$522,769 respectively and equal 100% of the required contributions for each year.

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 19. EMPLOYEE RETIREMENT SYSTEMS (Continued)

Social Security:

As established by Federal law, all public sector employees who are not members of their employer's existing retirement system (STRS or PERS) must be covered by social security or an alternative plan. The District has elected to use Social Security.

On Behalf Payment:

The State of California makes contributions to STRS and PERS on behalf of the District. These payments consist of State General Fund contributions to STRS and contributions to PERS for the year ended June 30, 2008. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures, however, guidance received from the California Department of Education advises local education agencies not to record these amounts in the Annual Financial and Budget Report. These amounts also have not been recorded in these financial statements.

NOTE 20. CONTINGENT LIABILITIES

As of June 30, 2008, there are no known uninsured material contingent liabilities pending in the District.

NOTE 21. CONSTRUCTION COMMITMENTS

At June 30, 2008, the District had several uncompleted construction contracts in the capital projects fund. The remaining commitment on these construction contracts was approximately \$2,403,077.

SUPPLEMENTARY INFORMATION

CENTER UNIFIED SCHOOL DISTRICT
OTHER GOVERNMENTAL FUNDS
COMBINING BALANCE SHEET
JUNE 30, 2008

	Special Revenue Funds		
	Charter Schools	Adult Education	Child Development
ASSETS			
Cash and cash equivalents	\$ 46,753	\$ 108,191	\$ 97,581
Accounts receivable	245,772	91,117	28,988
Due from other funds	16,751	-	-
Stores inventories	-	-	-
Total Assets	<u>\$ 309,276</u>	<u>\$ 199,308</u>	<u>\$ 126,569</u>
LIABILITIES AND FUND BALANCE			
Liabilities:			
Deficit in cash	\$ -	\$ -	\$ -
Accounts payable	68,413	4,927	31,283
Due to other funds	115,525	192	58,812
Deferred revenue	-	76	36,474
Total Liabilities	<u>183,938</u>	<u>5,195</u>	<u>126,569</u>
Fund Balance:			
Reserved for:			
Cash in revolving fund	-	-	-
Stores inventories	-	-	-
Unreserved:			
Undesignated, reported in:			
Special revenue funds	125,338	194,113	-
Capital project funds	-	-	-
Debt service funds	-	-	-
Total Fund Balance	<u>125,338</u>	<u>194,113</u>	<u>-</u>
Total Liabilities and Fund Balance	<u>\$ 309,276</u>	<u>\$ 199,308</u>	<u>\$ 126,569</u>

See accompanying notes to supplementary information.

CENTER UNIFIED SCHOOL DISTRICT
OTHER GOVERNMENTAL FUNDS
COMBINING BALANCE SHEET
JUNE 30, 2008

	Special Revenue Funds			
	Cafeteria	Deferred Maintenance	Special Reserve Fund for Other Than Capital Outlay Projects	Subtotal
ASSETS				
Cash and cash equivalents	\$ 2,423	\$ 908,522	\$ 2,202,908	\$ 3,366,378
Accounts receivable	98,112	14,634	37,117	515,740
Due from other funds	-	-	-	16,751
Stores inventories	29,107	-	-	29,107
Total Assets	<u>\$ 129,642</u>	<u>\$ 923,156</u>	<u>\$ 2,240,025</u>	<u>\$ 3,927,976</u>
LIABILITIES AND FUND BALANCE				
Liabilities:				
Deficit in cash	\$ -	\$ -	\$ -	\$ -
Accounts payable	81,573	29,016	-	215,212
Due to other funds	341	-	-	174,870
Deferred revenue	-	-	-	36,550
Total Liabilities	<u>81,914</u>	<u>29,016</u>	<u>-</u>	<u>426,632</u>
Fund Balance:				
Reserved for:				
Cash in revolving fund	550	-	-	550
Stores inventories	29,107	-	-	29,107
Unreserved:				
Undesignated, reported in:				
Special revenue funds	18,071	894,140	2,240,025	3,471,687
Capital project funds	-	-	-	-
Debt service funds	-	-	-	-
Total Fund Balance	<u>47,728</u>	<u>894,140</u>	<u>2,240,025</u>	<u>3,501,344</u>
Total Liabilities and Fund Balance	<u>\$ 129,642</u>	<u>\$ 923,156</u>	<u>\$ 2,240,025</u>	<u>\$ 3,927,976</u>

See accompanying notes to supplementary information.

CENTER UNIFIED SCHOOL DISTRICT
OTHER GOVERNMENTAL FUNDS
COMBINING BALANCE SHEET
JUNE 30, 2008

	Capital Project Funds			Debt Service Fund	
	Capital Facilities	County School Facilities	Subtotal	Bond Interest and Redemption	Total Other Governmental
ASSETS					
Cash and cash equivalents	\$ -	\$ 1,176,773	\$ 1,176,773	\$ 1,508,881	\$ 6,052,032
Accounts receivable	-	22,283	22,283	34,167	572,190
Due from other funds	-	-	-	-	16,751
Stores inventories	-	-	-	-	29,107
Total Assets	\$ -	\$ 1,199,056	\$ 1,199,056	\$ 1,543,048	\$ 6,670,080
LIABILITIES AND FUND BALANCE					
Liabilities:					
Deficit in cash	\$ 1,252,740	\$ -	\$ 1,252,740	\$ -	\$ 1,252,740
Accounts payable	47,941	-	47,941	3,395	266,548
Due to other funds	-	3,045	3,045	-	177,915
Deferred revenue	-	-	-	1,707	38,257
Total Liabilities	1,300,681	3,045	1,303,726	5,102	1,735,460
Fund Balance:					
Reserved for:					
Cash in revolving fund	-	-	-	-	550
Stores inventories	-	-	-	-	29,107
Unreserved:					
Undesignated, reported in:					
Special revenue funds	-	-	-	-	3,471,687
Capital project funds	(1,300,681)	1,196,011	(104,670)	-	(104,670)
Debt service funds	-	-	-	1,537,946	1,537,946
Total Fund Balance	(1,300,681)	1,196,011	(104,670)	1,537,946	4,934,620
Total Liabilities and Fund Balance	\$ -	\$ 1,199,056	\$ 1,199,056	\$ 1,543,048	\$ 6,670,080

See accompanying notes to supplementary information.

CENTER UNIFIED SCHOOL DISTRICT
OTHER GOVERNMENTAL FUNDS
COMBINING SCHEDULE OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

	Special Revenue Funds		
	Charter Schools	Adult Education	Child Development
REVENUES			
Revenue limit sources:			
State apportionments	\$ 1,355,640	\$ -	\$ -
Local sources	338,041	-	-
Federal	-	-	-
Other state	279,437	212,410	695,927
Other local	68,515	31,428	7,181
Total Revenues	2,041,633	243,838	703,108
EXPENDITURES			
Certificated salaries	1,068,775	89,790	-
Classified salaries	334,811	30,867	-
Employee benefits	348,677	20,741	-
Books and supplies	86,695	21,122	-
Services, other operating expenses	59,653	4,635	644,296
Capital outlay	-	-	-
Debt Service:			
Principal	-	-	-
Interest	-	-	-
Transfers of indirect/direct support costs	110,943	-	58,812
Total Expenditures	2,009,554	167,155	703,108
Excess (deficiency) of revenues over expenditures before other financing sources (uses)	32,079	76,683	-
OTHER FINANCING SOURCES (USES)			
Transfers in	-	-	-
Total Other Financing Sources (Uses)	-	-	-
Net Increase (Decrease) in Fund Balance	32,079	76,683	-
Fund Balance - Beginning	93,259	117,430	-
Fund Balance - Ending	\$ 125,338	\$ 194,113	\$ -

See accompanying notes to supplementary information.

CENTER UNIFIED SCHOOL DISTRICT
OTHER GOVERNMENTAL FUNDS
COMBINING SCHEDULE OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

	Special Revenue Funds			
	Cafeteria	Deferred Maintenance	Special Reserve Fund for Other Than Capital Outlay Projects	Subtotal
REVENUES				
Revenue limit sources:				
State apportionments	\$ -	\$ -	\$ -	\$ 1,355,640
Local sources	-	-	-	338,041
Federal	702,312	-	-	702,312
Other state	144,834	218,629	-	1,551,237
Other local	579,276	34,052	92,149	812,601
Total Revenues	1,426,422	252,681	92,149	4,759,831
EXPENDITURES				
Certificated salaries	-	-	-	1,158,565
Classified salaries	557,333	-	-	923,011
Employee benefits	198,802	-	-	568,220
Books and supplies	653,933	29,895	-	791,645
Services, other operating expenses	29,220	174,461	-	912,265
Capital outlay	32,373	45,605	-	77,978
Debt Service:				
Principal	-	-	-	-
Interest	-	-	-	-
Transfers of indirect/direct support costs	-	-	-	169,755
Total Expenditures	1,471,661	249,961	-	4,601,439
Excess (deficiency) of revenues over expenditures before other financing sources (uses)	(45,239)	2,720	92,149	158,392
OTHER FINANCING SOURCES (USES)				
Transfers in	-	240,015	-	240,015
Total Other Financing Sources (Uses)	-	240,015	-	240,015
Net Increase (Decrease) in Fund Balance	(45,239)	242,735	92,149	398,407
Fund Balance - Beginning	92,967	651,405	2,147,876	3,102,937
Fund Balance - Ending	\$ 47,728	\$ 894,140	\$ 2,240,025	\$ 3,501,344

See accompanying notes to supplementary information.

CENTER UNIFIED SCHOOL DISTRICT
OTHER GOVERNMENTAL FUNDS
COMBINING SCHEDULE OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

	Capital Project Funds			Debt Service Fund	
	Capital Facilities	County School Facilities	Subtotal	Bond Interest and Redemption	Total Other Governmental
REVENUES					
Revenue limit sources:					
State apportionments	\$ -	\$ -	\$ -	\$ -	\$ 1,355,640
Local sources	-	-	-	-	338,041
Federal	-	-	-	-	702,312
Other state	-	-	-	20,094	1,571,331
Other local	(74,374)	57,197	(17,177)	1,436,078	2,231,502
Total Revenues	(74,374)	57,197	(17,177)	1,456,172	6,198,826
EXPENDITURES					
Certificated salaries	-	-	-	-	1,158,565
Classified salaries	-	-	-	-	923,011
Employee benefits	-	-	-	-	568,220
Books and supplies	-	-	-	-	791,645
Services, other operating expenses	71,553	89,702	161,255	-	1,073,520
Capital outlay	-	202,995	202,995	-	280,973
Debt Service:					
Principal	-	-	-	604,381	604,381
Interest	-	-	-	648,754	648,754
Transfers of indirect/direct support costs	-	-	-	-	169,755
Total Expenditures	71,553	292,697	364,250	1,253,135	6,218,824
Excess (deficiency) of revenues over expenditures before other financing sources (uses)	(145,927)	(235,500)	(381,427)	203,037	(19,998)
OTHER FINANCING SOURCES (USES)					
Transfers in	-	-	-	-	240,015
Total Other Financing Sources (Uses)	-	-	-	-	240,015
Net Increase (Decrease) in Fund Balance	(145,927)	(235,500)	(381,427)	203,037	220,017
Fund Balance - Beginning	(1,154,754)	1,431,511	276,757	1,334,909	4,714,603
Fund Balance - Ending	\$ (1,300,681)	\$ 1,196,011	\$ (104,670)	\$ 1,537,946	\$ 4,934,620

See accompanying notes to supplementary information.

CENTER UNIFIED SCHOOL DISTRICT
SCHEDULE OF AVERAGE DAILY ATTENDANCE
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

	Second Period Report	Annual Report
Elementary:		
Kindergarten	326	324
Grades one through three	1,086	1,086
Grades four through six	1,091	1,089
Grades seven and eight	797	796
Home and hospital	1	1
Special education - special day class	134	133
Special education - non-public	2	3
Special education - licensed children institution	2	3
Elementary Totals	3,439	3,435
High School:		
Grades nine through twelve, regular classes	1,465	1,449
Continuation education	110	108
Home and hospital	1	1
Special education - special day class	67	66
Special education - non-public	8	11
Special education - licensed children institution	1	1
High School Totals	1,652	1,636
Classes for Adults:		
Not concurrently enrolled	73	37
Total Classes for Adults	73	37
Average Daily Attendance Totals	5,164	5,108
		Hours of Attendance
Supplemental Instruction:		
Elementary		52,080
High School		18,012
<u>Global Youth Charter High School:</u>	Second Period Report	Annual Report
Grades nine through twelve, Resident	24	24
Grades nine through twelve, Non-Resident	43	43
Charter School Totals	67	67

See accompanying notes to supplementary information.

CENTER UNIFIED SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

Center Unified School District:

Grade Level	1986/1987 Minutes Requirement	1982/1983 Actual Minutes	2007/2008 Actual Minutes	Number of Days Traditional Calendar ¹	Status
Kindergarten	36,000	29,920	36,150	180	In Compliance
Grade one	50,400	48,400	54,400	180	In Compliance
Grade two	50,400	48,400	54,400	180	In Compliance
Grade three	50,400	48,400	54,400	180	In Compliance
Grade four	54,000	50,160	54,400	180	In Compliance
Grade five	54,000	50,160	54,400	180	In Compliance
Grade six	54,000	50,160	59,820	180	In Compliance
Grade seven	54,000	50,160	59,820	180	In Compliance
Grade eight	54,000	50,160	59,820	180	In Compliance
Grade nine	64,800	64,592	65,530	180	In Compliance
Grade ten	64,800	64,592	65,530	180	In Compliance
Grade eleven	64,800	64,592	65,530	180	In Compliance
Grade twelve	64,800	64,592	65,530	180	In Compliance

¹ The District did not utilize a multitrack calendar during the 2007/2008 year.

Global Youth Charter School:

Grade Level	1986/1987 Minutes Requirement	2007/2008 Actual Minutes	Number of Days Traditional Calendar ¹	Status
Grades nine	54,000	68,040	180	In Compliance
Grades ten	54,000	68,040	180	In Compliance
Grades eleven	54,000	68,040	180	In Compliance
Grades nine	54,000	68,040	180	In Compliance

See accompanying notes to supplementary information.

CENTER UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

General Fund:	(Budgeted) 2008/2009	2007/2008	2006/2007	2005/2006
Revenues and Other Financing Sources	\$ 39,000,107	\$ 40,899,223	\$ 43,118,194	\$ 38,104,340
Expenditures	39,074,437	40,461,587	40,441,109	38,461,044
Other Uses and Transfers Out	320,000	240,015	266,452	177,098
Total Outgo	39,394,437	40,701,602	40,707,561	38,638,142
Change in Fund Balance	(394,330)	197,621	2,410,633	(533,802)
Ending Fund Balance	\$ 5,242,621	\$ 5,636,951	\$ 5,439,330	\$ 3,028,697
Available Reserves ¹	\$ 4,575,404	\$ 4,919,734	\$ 4,563,542	\$ 1,326,588
Designated for Economic Uncertainties	\$ 1,181,834	\$ 1,221,049	\$ 1,221,227	\$ 1,160,000
Undesignated Fund Balance	\$ 3,393,570	\$ 3,698,685	\$ 3,342,315	\$ 166,588
Available Reserves as a percentage of Total Outgo	11.6%	12.1%	11.2%	3.4%
Total Long-Term Debt	\$ 60,146,232	\$ 61,773,933	\$ 60,173,652	\$ 39,737,313
Average Daily Attendance at P-2 ²	5,023	5,091	5,242	5,425

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trends are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

The General Fund balance has increased by \$2,608,254 over the past two years. The fiscal year 2008/2009 budget projects a decrease of \$394,330 (-3.6%). For a District of this size, the state recommends available reserves of at least 3% of total General Fund expenditures, transfers out, and other uses (other outgo).

The District has incurred an operating deficit in one of the past three years. Total long-term debt has increased by \$22,036,620 over the past two years.

Average daily attendance has decreased by 334 ADA over the past two years. The ADA is anticipated to decrease 68 ADA during the fiscal year 2008/2009.

¹ Available reserves consists of all undesignated fund balances and all funds designated for economic uncertainty contained within the general fund, and the special reserve fund (other than capital outlay projects).

² Average Daily Attendance at P-2 excludes Adult Education ADA.

CENTER UNIFIED SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
Federal Programs:			
U.S. Department of Education:			
Passed through California Department of Education			
NCLB: Title I - Part A - Basic Grants Low-Income and Neglected	84.010	14329	\$ 447,570
Special Ed - IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	866,008
Special Ed - IDEA Preschool Grants, Part B - Sec 619 (Age 3-4-5)	84.173	13430	23,889
Special Ed IDEA - Preschool Local Entitlement - Part B - Sec 611 (Age 3-5)	84.027A	13682	28,185
Vocational Programs: Vocational and Applied Tech Secondary II C - Sec 131	84.048	13924	31,272
NCLB: Title IV - Part A - Safe & Drug Free Schools and Communities	84.186	14347	20,458
NCLB: Title II - Part A - Improving Teacher Quality Local Grants	84.367	14341	325,269
NCLB: Title II - Part D - Enhancing Education Through Technology - Formula Grants	84.318	14334	4,060
NCLB: Title V - Part A - Innovative Education Strategies	84.298A	14354	5,030
NCLB: Title III - Immigrant Education Program	84.365	14346	2,293
NCLB: Title III - Limited English Proficiency (LEP) Student Program	84.365	10084	63,924
Total U.S. Department of Education			<u>1,817,958</u>
Medi-Cal Billing Option	93.778	10013	<u>280,442</u>
Total U.S. Department of Health and Human Services			<u>280,442</u>
U.S. Department of Agriculture:			
Passed through California Department of Education			
Child Nutrition - School Programs	10.553	13390	<u>702,312</u>
Total U.S. Department of Agriculture			<u>702,312</u>
Total Federal Categorical Aid Programs			<u>\$ 2,800,712</u>

See accompanying notes to supplementary information.

CENTER UNIFIED SCHOOL DISTRICT
RECONCILIATION OF ANNUAL FINANCIAL AND
BUDGET REPORT (SACS) WITH AUDITED FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

	<u>Capital Assets</u>
June 30, 2008 Annual Financial and Budget Report (SACS)	
Capital Assets	\$ 72,425,188
Adjustments and Reclassifications:	
Capital Assets:	
Land	11,500
Construction in progress	(235,671)
Land Improvements	(94,935)
Buildings and improvements	(271,893)
Equipment and vehicles	598,953
Depreciation:	
Land improvements	(783,623)
Buildings and improvements	(2,092,969)
Equipment and vehicles	(400,246)
June 30, 2008 Audited Financial Statement Balance	<u><u>\$ 69,156,304</u></u>

	<u>Long-Term Debt</u>
June 30, 2008 Annual Financial and Budget Report (SACS)	
Long-Term Debt	\$ 59,941,060
Adjustments and Reclassifications:	
Long-Term Debt:	
General obligation bonds payable	1,849,317
Capital lease payable	(15,834)
Early retirement plan	(77,173)
Compensated absences	(15,126)
Public Agency Retirement System	91,688
June 30, 2008 Audited Financial Statement Balance	<u><u>\$ 61,773,933</u></u>

CENTER UNIFIED SCHOOL DISTRICT
SCHEDULE OF CHARTER SCHOOLS
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

<u>Charter School</u>	<u>Status</u>	<u>Included in Audit Report</u>
Antelope View Charter School	Active	Yes
Global Youth Charter School	Active	Yes

See accompanying notes to supplementary information.

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO SUPPLEMENTARY INFORMATION
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

NOTE 1. PURPOSE OF SCHEDULES

A. Other Governmental Funds Financial Schedules

These schedules provide information on the Center Unified School District's (District) Governmental non-major funds, by object.

B. Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to the District. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

C. Schedule of Instructional Time

Districts must maintain their instructional minutes at either the 1982/1983 actual minutes or the 1986/1987 requirement, whichever is greater, as required by *Education Code* Section 46201.

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instruction time offered by the District and whether the District complied with the provisions of *Education Code* Sections 46201 through 46206.

D. Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

E. Schedule of Expenditures of Federal Awards

Office of Management and Budget (OMB) Circular A-133 requires a disclosure of the financial activities of all federally funded programs. This schedule was prepared to comply with OMB Circular A-133 and state requirements.

F. Reconciliation of Annual Financial and Budget Report (SACS) with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balances of all funds and the total balances of capital assets and general long-term debt as reported on the SACS to the audited financial statements.

CENTER UNIFIED SCHOOL DISTRICT
NOTES TO SUPPLEMENTARY INFORMATION
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

NOTE 1. PURPOSE OF SCHEDULES (Continued)

G. Early Retirement Incentive Program

The District may adopt an early retirement incentive program, pursuant to *Education Code* Sections 22714 and 44929, whereby the service credit to eligible employees is increased by two years. Eligible employees must have five or more years of service under the State Teachers' Retirement System and retire during a period of not more than 120 days or less than 60 days from the date of the formal action taken by the District. There were no participants in the early retirement incentive program, therefore this schedule has not been included for 2007/2008.

H. Excess Sick Leave

The District does not provide more than 12 sick leave days in a school year to any CalSTRS member pursuant to *Education Code* Section 22170.5. The District has not authorized any employees to have excess sick leave, therefore this schedule has not been included in 2007/2008.

I. Charter School

This schedule represents a complete listing of all charter schools authorized by the District and indicates whether their financial activities and balances have been included in the District's annual audited financial statements for the fiscal year ended June 30, 2008.

NOTE 2. BASIS OF PRESENTATION

A. Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the federal grants activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

OTHER INDEPENDENT AUDITOR'S REPORTS

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Trustees
Center Unified School District
Antelope, California

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Center Unified School District (District) as of and for the year ended June 30, 2008, which collectively comprise the District's basic financial statements and have issued our report thereon dated December 15, 2008. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over financial reporting.

Our consideration of internal control over financial reporting was for limited purpose described in the preceding paragraph and would not necessarily identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses. However, as discussed below, we identified certain deficiencies in internal control over financial reporting that we consider to be significant deficiencies.

A control deficiency exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the District's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the District's financial statements that is more than inconsequential will not be prevented or detected by the District's internal control. We consider the deficiencies described in the accompanying schedule of findings and questioned costs to be significant deficiencies in internal control over financial reporting as items 2008-1 and 2008-2.

A material weakness is a significant deficiency, or combination of significant deficiencies, that result in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the District's internal control.

Our consideration of internal control over financial reporting was for limited purpose described in the preceding paragraph and would not necessarily identify all deficiencies in internal control over financial reporting that might be significant deficiencies and, accordingly, would not necessarily disclose all significant deficiencies that are also considered to be material weaknesses. However, we believe that none of the significant deficiencies described above as material weaknesses.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

The District's response to the findings identified in our audit are described in the accompanying schedule of findings and questioned costs. We did not audit the District's response and, accordingly, we express no opinion on it.

This report is intended solely for the information and use of the Board of Trustees, management, and Federal and State awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Robertson & Associates, CPAs

Lakeport, California
December 15, 2008

REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE TO EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

Board of Trustees
Center Unified School District
Antelope, California

Compliance

We have audited the compliance of the Center Unified School District (District) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 *Compliance Supplement* that are applicable to each of its major federal programs for the year ended June 30, 2008. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of the District's management. Our responsibility is to express an opinion on the District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

In our opinion, the District complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2008.

Internal Control over Compliance

The management of the District is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered the District's internal control over compliance with the requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A control deficiency in an entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by the entity's internal control.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information of the Board of Trustees, management, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Robertson & Associates, CPAs

Lakeport, California
December 15, 2008

AUDITOR'S REPORT ON STATE COMPLIANCE

Board of Trustees
Center Unified School District
Antelope, California

We have audited the financial statements of the Center Unified School District (District) as of and for the year ended June 30, 2008, and have issued our report thereon dated December 15, 2008. Our audit was made in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2007/2008 Standards and Procedures for Audits of California K-12 Local Educational Agencies* (published by the Education Audit Appeals Panel), as described in the *California Code of Regulations*, Title 5, §19810 and following. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

The District's management is responsible for the District's compliance with laws and regulations. In connection with the audit referred to above, we selected and tested transactions and records to determine the District's compliance with the State laws and regulations applicable to the following items:

Description	Procedures in the Audit Guide	Procedures Performed
Attendance Reporting	8	Yes
Kindergarten Continuance	3	Yes
Independent Study	23	No, see below
Continuation Education	10	Yes
Adult Education	9	Yes
Regional Occupational Centers and Program	6	Not applicable
Instructional Time (School Districts)	6	Yes
Instructional Time (County Offices of Education)	3	Not applicable
Community Day Schools	9	Not applicable
Morgan-Hart Class Size Reduction	7	Not applicable
Instructional Materials General Requirements	12	Yes
K-8 only	1	Yes
Grades 9-12 only	1	Yes
Ratios of Administrative Employees to Teachers	1	Yes
Classroom Teacher Salaries	1	Yes
Early Retirement Incentive Program	4	Not applicable
Gann Limit Calculation	1	Yes
School Construction Funds:		
School District Bonds	3	Yes
State School Facilities Funds	1	Yes
Excess Sick Leave	2 or 3	Yes
Notice of Right to Elect California State Teachers Retirement System (CalSTRS) Membership	1	Yes
Prop 20 Lottery Funds (Cardenas Textbook Act 2000)	2	Yes
State Lottery Funds (California State Lottery Act of 1984)	2	Yes
California School Age Families Education (Cal-SAFE) Program	3	Not applicable
School Accountability Report Card	3	Yes
Mathematics and Reading Professional Development	4	Not applicable
Class Size Reduction (including Charter Schools):		
General Requirements	7	Yes
Option One	3	Yes
Option Two	4	Not applicable
Districts or Charter Schools with only one school serving K-3	4	Not applicable
After School Education and Safety Program:		
General Requirements	4	Not applicable
After School	4	Not applicable
Before School	5	Not applicable
Contemporaneous Records of Attendance	1	Yes
Mode of Instruction	1	Yes
Nonclassroom-Based Instruction/Independent Study	15	Yes
Determination of Funding for Nonclassroom-Based Instruction	3	Yes
Annual Instructional Minutes - Classroom Based	3	Yes

We did not perform testing for independent study because the independent study ADA was under the level that requires testing.

Based on our audit, we found that, for the items tested, the District complied with the State laws and regulations referred to above. Further, based on our examination, for items not tested, nothing came to our attention to indicate that the District had not complied with the State laws and regulations.

This report is intended solely for the information and use of the Board of Trustees, management, State Controller's Office, Department of Finance, Department of Education, and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

Robertson & Associates, CPA's

Lakeport, California
December 15, 2008

FINDINGS AND RECOMMENDATIONS SECTION

CENTER UNIFIED SCHOOL DISTRICT
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued:

unqualified

Internal control over financial reporting:

Material weakness identified?

 Yes X No

Significant deficiencies identified that are not
considered to be material weaknesses?

 X Yes None

Noncompliance material to financial statements noted?

 Yes X No

Federal Awards

Type of auditor's report issued on compliance for
major programs:

unqualified

Internal control over financial reporting:

Material weakness identified?

 Yes X No

Significant deficiencies identified that are not
considered to be material weaknesses?

 Yes X None

Any audit findings disclosed that are required to be
reported in accordance with Circular A-133,
Section .510(a)

 Yes X No

Identification of major program

CFDA Number
<u>10.555</u>
<u>93.778</u>
<u> </u>

Name of Federal Program or Cluster
<u>Child Nutrition</u>
<u>Medical Billing Option</u>
<u> </u>

Dollar threshold used to distinguish between Type A
and Type B programs:

\$ 300,000

Auditee qualified as low-risk auditee?

 X Yes No

State Awards

Type of auditor's report issued on compliance for
state programs:

unqualified

Internal control over financial reporting:

Material weakness identified?

 Yes X No

Significant deficiencies identified that are not
considered to be material weaknesses?

 Yes X None

CENTER UNIFIED SCHOOL DISTRICT
FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

Section II - Financial Statement Findings

2008-1 Board Designations / State Code 30000

Condition

The District has not designated a portion of the Special Reserve for Other Than Capital Outlay Projects Fund balance for the deficit balance in the Capital Facilities Fund.

Effect

At June 30, 2008, the District's Capital Facilities Fund deficit balance was \$1,300,618 and the Special Reserve for Other Than Capital Outlay Projects Fund balance of \$2,240,025 is reported as undesignated. If the District designated an amount equal to the Special Reserve for Other Than Capital Outlay Projects Fund deficit, the District's Available Reserves as a percentage of Total Outgo would be reduced to 8.9%.

Cause

The Board of Trustees did not formally designate any portion of the Special Reserve for Other Than Capital Outlay Projects Fund balance for the deficit in the Capital Facilities Fund.

Criteria

California Code of Regulations, Title 5, Division 1, Chapter 14, Subchapter 8, Section 15450 establishes minimum requirements for available reserves.

Recommendation

The Board of Trustees should formally designate Special Reserve for Other Than Capital Outlay Projects Fund balance for the deficit in the Capital Facilities Fund.

District Response and Action Plan

The District acknowledges the negative ending balance in the Capital Facilities Fund. The Special Reserve for Other Than Capital Outlay Projects Fund has significant funds available to cover the deficit in the Capital Facilities Fund. None of the funds in the Special Reserve are used in the multi-year projection for use in the General Fund. The District maintains its required reserve plus. At this time, with the pending growth in the District, the Board of Trustees has not taken formal action to designate any of the balance as reserved.

CENTER UNIFIED SCHOOL DISTRICT
FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

2008-2 Internal Controls over Capital Assets / State Code 20000

Condition

The District did not reconcile the capital outlay expenditures to its capital assets additions to reconcile its capital asset inventory to its financial reporting.

Effect

The District's Unaudited Actuals Schedule of Capital Assets (SACS Form ASSET) was over stated by \$3,268,884, resulting in a Reconciliation of Annual Financial and Budget Report (SACS) with Audited Financial Statements.

Cause

The District does not have adequate policies and procedures to reconcile the capital outlay expenditures to its capital asset additions or reconcile its capital asset inventory to its financial reporting.

Criteria

Governmental Accounting Standards Board Statement Number 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments* requires the District to report financial information on the full accrual basis of accounting, in addition to the modified accrual basis.

Recommendation

The District should establish and follow adequate policies and procedures to reconcile capital outlay expenditures and to reconcile its capital asset inventory to its financial reporting.

District Response and Action Plan

The District recognized a weakness in the reconciliation of the capital assets. The District has already implemented a tighter control on the assets. Currently, the assets of the District, other than capital assets, are recorded by the warehouse employees when received. Capital assets will be entered by agreement between the Business Office and the Facilities and Operations Departments. The proper recording of assets such as our newest middle school and the modernization projects will be closely monitored for future recording. The District will now implement the remaining procedures in the form of spreadsheets and verification between departments to properly record the value of the capital assets.

Section III - Federal Award Findings and Questioned Costs

There were no findings or questioned costs relative to federal awards or programs.

Section IV - State Award Findings and Questioned Costs

There were no findings or questioned costs relative to state awards or programs.

CENTER UNIFIED SCHOOL DISTRICT
CORRECTIVE ACTION PLAN
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

A Corrective Action Plan is not available and has not been submitted with the audited financial statements. If required, the District will prepare its Corrective Action Plan and will submit it to all recipients of the audit report within sixty days of the issue date of the report.

CENTER UNIFIED SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE FISCAL YEAR ENDED JUNE 30, 2008

<u>Finding/Recommendation</u>	<u>Current Status</u>	<u>District Explanation, If Not Implemented</u>
1. The District should review the deficit spending in these funds and make adjustments, if any, that it considers necessary such that the Capital Facilities Fund and the Building Fund maintain a balanced budget and a positive position in the County Treasury.	Repeated	See recommendation 2008-1.
2. The District should recalculate the attendance reported using the daily based attendance system, not the hourly based formula. The attendance should be added to the program the District is authorized to operate and both the P2 and Annual attendance reports should be amended and resubmitted as indicated above.	Implemented	
3. The District should take steps to ensure that kindergarten enrollment and continuance follow all state requirements. The District should revise the P2 and Annual reports of attendance to the State.	Implemented	
4. The District should review the compliance requirements for an independent study program through charter school administration. Written agreements are required pursuant to Education Code Section 51747 and other requirements must be properly documented. We recommend that you seek a legal opinion regarding the Antelope View Charter School's compliance with applicable state education code requirements related to independent study.	Implemented	

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

Date: January 21, 2009

Action Item _____

To: Board of Trustees

Information Item X

From: Craig Deason, Assist. Supt.

Attached Pages _____

Assist.Supt. Initials: _____

SUBJECT: Transportation Report

Attached report will be presented for discussion.

RECOMMENDATION:

Transportation Report

Current Regular Education Bus Capacities

<u>Bus</u>	<u>Total Seats</u>	<u># of students CHS/WCR</u>	<u># of Students Elem.</u>
#33	84	65	30
#31	84	70	82
#32	84	78	40
#21	44	42	30

The above information shows that the 4 regular education bus routes are very full. There is not adequate space on the existing busses or time in the schedule to pick up students in other areas of the district to increase student bus access for middle or high school students without an increased cost to transportation budget. There is no current need for increased service for elementary students.

In order to increase service to areas of the district not currently receiving service additional drivers and operational expenses would have to be added. For every 80 students that we add to existing regular education transportation the following expenses will be incurred:

Increased Service Impact

Total Students: 80 students

Full pay riders	50%	40	X	\$1.00	=	\$ 40
-----------------	-----	----	---	--------	---	-------

Reduced Pay Riders	10%	8	X	\$.50	=	\$ 4
--------------------	-----	---	---	--------	---	------

Total per Day						\$ 44
---------------	--	--	--	--	--	-------

School Days -180						x180
------------------	--	--	--	--	--	------

Total income						\$ 7,920
---------------------	--	--	--	--	--	-----------------

Expenses

Drivers - one six hour driver						\$28,800
-------------------------------	--	--	--	--	--	----------

Bus Operating Expenses						\$ 5,450
------------------------	--	--	--	--	--	----------

Total Expenses						\$34,250
-----------------------	--	--	--	--	--	-----------------

Total Loss						(\$26,330)
-------------------	--	--	--	--	--	-------------------

Charge \$1 Per Day – Keep Existing Service

Approximate Regular Education Riders	500					
--------------------------------------	-----	--	--	--	--	--

Full Pay Riders	50%	250	X	\$1.00	=	\$ 250
-----------------	-----	-----	---	--------	---	--------

Reduced Riders	10%	50	X	\$.50	=	\$ 25
----------------	-----	----	---	--------	---	-------

Total						\$ 275
-------	--	--	--	--	--	--------

School Days - 180						x180
-------------------	--	--	--	--	--	------

Total income						\$49,500
---------------------	--	--	--	--	--	-----------------

Processing Staff	2 hour office assistant					\$ 8,700
------------------	-------------------------	--	--	--	--	----------

Total profit						\$40,800
---------------------	--	--	--	--	--	-----------------

Summary:

Current regular education home to school busses are full. Increasing service will cost money. Charging existing riders will make money reducing the encroachment of transportation on the general fund. Are we willing to add service? If so, should we survey before voting? If we survey everyone, and later decide not to increase service those in the community hoping for a ride will become re-frustrated. Do we want to charge only existing riders?

Recommendations:

Based on this information, I do not recommend that we survey the community to determine if additional students currently not receiving service would like to pay \$1 a day for transportation.

I recommend that we charge only existing riders. This will bring in revenue and provide a fair rate for a ride. Surrounding districts have implemented charge for transportation systems without loss of ridership over time.

AGENDA ITEM # 1V-4

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: January 21, 2009

To: Board of Trustees

From: Digol J'Beily

Action Item

Information Item X
Attached Pages

SUBJECT: Center High School Budget Proposal

Digol J'Beily will present the following budget proposal prepared by the Center High School Budget Committee.

RECOMMENDATION:

AGENDA ITEM # 1V-4

Center High School

Home of Scholars and Champions

The staff at Center High School is very proud of the well-rounded educational experience our students receive. Three elements that are particularly appealing to our students and families include MCA, athletics and our rigorous academic coursework as measured by our impressive API scores. It is imperative that we maintain our competitive edge by continuing to provide and expand these quality programs.

Proposals

- Utilize excess reserves \$1,100,000 while maintaining state mandated 3% reserves to maintain class size at 34-1. Increasing class size to 36-1 will adversely affect instruction and ultimately API scores.
- The \$50,000 revenue generated by the cell tower should remain at CHS. The anticipated stadium turf maintenance in ten years could instead be financed by the Bond recently passed by the Antelope community.
- Charge an athletic fee for sports (\$50 per sport/ \$100 max). This revenue can be placed in an ASB athletic fund where individual sports can draw from. The athletic budget has not been increased in 20 years. These additional funds will enable us to build competitive athletic programs that will, in turn, maintain enrollment of our student athletes and draw more students to our campus.
- Utilize 12 passenger vans driven by coaches rather than full buses for athletic transportation to further reduce athletic transportation costs.
- Maintain full time Career Center and 3 full time counselors thus eliminating a .5 counselor.
- Move Site Tech position to the District Technology Department to be utilized by CHS on an on-call basis. District to pay for Site Tech salary.
- Charge outside organizations for use of all high school facilities. This money could be used in a district maintenance fund to maintain our facilities.
- Eliminate all club advisor stipends, rather than district proposed three.
- Eliminate all department chair stipends, rather than district proposed six.
- Maintain Newspaper Advisor stipend that district proposes to cut.
- Maintain the 5 Assistant Athletic Coach stipends that district proposes to cut.
- Maintain days for ASB Bookkeeper.
- Cut SRO. Provide additional law enforcement by housing Safe School officers at CHS, contract with Twin Rivers Police or hire Private Security. Savings to maintain 34-1 class size.

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING
Antelope View Charter School – Multi-Purpose Room
3243 Center Court Lane, Antelope, CA 95843

Wednesday, January 7, 2009

MINUTES

CALL TO ORDER – President Wilson called the meeting to order at 5:02 p.m.

ROLL CALL – Trustees Present: Mr. Blenner, Mr. Friedman, Mrs. Williams, Mr. Wilson, Mrs. Anderson

Administrators Present: Dr. Jolly, Superintendent
Scott Joehr, Assist. Supt., Curriculum & Instruction
Craig Deason, Assist. Supt., Operations & Facilities
George Tigner, Director of Personnel
Jeanne Bess, Director of Fiscal Services

ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION

1. Student Expulsions/ Readmissions (G.C. 54962)
2. Public Employee Performance Evaluation, Mid-Year Review (Certificated)- Superintendent (G.C. 4957)

PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION – None

CLOSED SESSION – The Board adjourned into closed session at 5:04 p.m.

OPEN SESSION – Called to order by Mr. Wilson at 6:02 p.m.

FLAG SALUTE – Led by Gary Blenner

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION - Mr. Wilson announced that the Board has met in closed session, and in the matter of:

1. Student Expulsions/Readmissions – Recommendation approved.

Motion: Blenner

Second: Williams

Vote: General Consent

2. Public Employee Performance Evaluation, Mid-Year Review – No action taken

ADOPTION OF AGENDA – approved adoption of agenda as presented.

Motion: Friedman

Second: Blenner

Vote: General Consent

STUDENT BOARD REPRESENTATIVE REPORTS

1. Center High School – Sandy Hoang
2. Antelope View Charter School – Yuliya Didovich

REPORTS/PRESENTATIONS

1. Administrative Personnel Placement Options – George Tigner, Director of Personnel explained procedure options for administrative placement for the Board’s review. The Board will take action on the criteria to be used for administrative placement at the January 14th meeting.
2. Williams Uniform Complaint Quarterly Report – Scott Loehr, Assistant Superintendent for Curriculum & Instructions reported there were on reported complaints this quarter relating to Williams legislation.
3. Safe School SRO Report – Craig Deason introduced Captain Bunce from the Sacramento County Sheriff’s Department to the Board for questions related to the School Resource Officer and Safe Schools programs.
4. Summary of Board Budget Action – Jeanne Bess, Director of Fiscal Services updated the Board on the Budget Plan for reductions in the 2008/09 and 2009/10 fiscal years.

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA

Kevin Shira spoke regarding Antelope View Charter School.

Mrs. Bolton, the parent of an Antelope View Charter School student, spoke against the idea of combining the school sites of Antelope View and McClellan High School.

Mrs. Gribble spoke against combining the school sites of Antelope View and McClellan High School.

Mr. Houston, a student at Antelope View, spoke against combining the school sites of Antelope View and McClellan High School.

Yuliya Didovich, student board representative from Antelope View, spoke against the idea of combining the school sites of Antelope View and McClellan High School.

Rich Simas, Principal of Antelope View, spoke regarding the relationship between the District and Antelope View. He invited the Board and Cabinet to attend a workshop sponsored by SIA entitled “The Leading Edge of District-Charter School Relations” at the expense of Antelope View Charter School.

BOARD/SUPERINTENDENT REPORTS

Matthew Friedman – The Center Endowment for Educational Excellence Board met. They are planning a spring event on March 26, 2009, at the high school. More information will be coming.

Libby Williams – welcomed everyone back. She stated that we will all work together to get the decisions made at the January 28th meeting for the budget reductions. She also thanked everyone for their support of the process.

Nancy Anderson – apologized for the long 2:30 a.m. meeting held on December 17th in an effort to get things done and hear from the public.

Gary Blenner – Visited Wilson C Riles and was impressed with the teaching and the cleanliness of the site. He also commented on the length of the December 17th meeting. He feels the State and Government are pitting us against each other. He feels that Dr. Jolly and the Board have the best interest of the student's at hand.

Dr. Kevin Jolly – acknowledged the receipt of \$24,790 from the Endowment. He related to our budget plan list and that we will do the job well by working together.

Donald Wilson- commented on the conduct of the meeting.

BOARD DEVELOPMENT

1. Board Bylaws – there were no questions from the Board.

CONSENT AGENDA

1. Approved Adoption of Minutes from December 17, 2008 Regular Meeting with correction to Business Item “A” to correct Trustee Friedman “Board Clerk” to Board President.
2. Approved Adoption of Minutes from December 17, 2008 Special Meeting
3. Approved Certificated Personnel Transactions
4. Approved 2008/09 Individual Service Agreements:
 - a. 2008/09-102 Applied Behavior Consultants
5. Approved 2008/09 Master Contracts
 - a. Applied Behavior Consultants
6. Approved MOU for Participation in the Beginning Teacher Support and Assessment (BTSA) Program by SCOE and CJUSD and Antelope View Charter School.

Motion: Friedman, with correction

Second: Blenner

Vote: General Consent

INFORMATION ITEMS

1. Workshops: “AVID Path Training” – L. Fleming (WCR)

BUSINESS ITEMS

- a. CJUSD Library Plan Goals – The mission of CJUSD libraries is to provide a wide variety of informational and recreational resources that foster literacy, support a research-based curriculum, and nurture lifelong learning.

Motion: Blenner

Second: Friedman

Vote: General Consent

- b. 40 Developmental Assets for Voluntary Staff Development Offering

Motion: Blenner to postpone indefinitely

Second: Wilson

Vote: General Consent

ADVANCE PLANNING

- a. Future Meeting Dates:

- a. Special Meeting – Wednesday, January 14, 2009 @ 6:00 – Antelope View Charter School, Multi-purpose Room

- b. Regular Meeting – Wednesday, January 21, 2009 @ 6:00 p.m. – Antelope View Charter School – Multi-purpose Room

- c. Special Meeting – Wednesday, January 28, 2009 @ 6:00 p.m. – site to be determined.

CONTINUATION OF CLOSED SESSION

Not necessary

ADJOURNMENT – 8:37 P.M.

Motion: Blenner

Second: Wilson

Vote: General Consent

Respectfully submitted,

Dr. Kevin J. Jolly, Superintendent
Secretary to the Board of Trustees

Libby A. Williams, Clerk
Board of Trustees

Adoption Date

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

Action Item X

Date: January 21, 2009

Information Item

To: Board of Trustees

Attached Pages 1

From: George Tigner, Director of Personnel



Subject: Certificated Personnel Transactions

Resignation

Nanci Rose, Antelope View Charter School

Retirement

Claudia Christiansen, Curriculum & Instruction

Recommendation: Approve Certificated Personnel Transactions as Submitted

Resignation

Nanci Rose has resigned her position as Testing Coordinator, Antelope View Charter School, effective December 19, 2008.

Retirement

Claudia Christiansen has submitted her intent to retire from her position as Speech Therapist, Curriculum & Instruction, effective end of day on May 29, 2009.

Center Unified School District

Dept./Site: Curriculum and Instruction

To: Board of Trustees

From: Scott Loehr, Assistant
Superintendent

Administrator's Initials: SL

AGENDA REQUEST FOR:

Date: January 21, 2009

Information Item _____

Action Item X

Attached Pages _____

SUBJECT: 2008/2009 Consolidated Application (Part II)

**Please approve the 2008/2009 Consolidated Application (Part II) for Funding
Categorical Aid Programs**

**RECOMMENDATION: Please Approve the 2008/2009 Consolidated Application
(Part II)**

COPY Original

2008-09 Consolidated Application for Funding Categorical Aid Programs
(Part II)

California Department of Education

Consolidated Application

Purpose: To declare the agency's intent to apply for 2008-09 funding of Consolidated Categorical Aid Programs.

Agency:

Center Joint Unified

CD code:

3 | 4 | 7 | 3 | 9 | 7 | 3

CDE Contact: Ernie Thornberg - (916) 319-0294 - EThornbe@cde.ca.gov

Dates of project duration:
July 1, 2008 -- June 30, 2009

Legal status of agency: ☒ School District

☐ County Office of Education

☐ Direct-Funded Charter

Do not return the paper copy of this form to the California Department of Education.

The ConApp must be submitted electronically using the ConApp Data System (CADS).

Date of approval by local governing board: 01/21/2009

Advisory Committees: The undersigned certify that they have been given the opportunity to advise on the pages in this application related to compensatory education programs or programs for English learners.

Signature-District Advisory Committee (DAC)

01/27/2009

Date

Signature-District English Learner Advisory Committee (DELAC)

01/26/2009

Date

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and, I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Signature of authorized representative

Scott A. Loehr

Printed name of authorized representative

Assistant Superintendent

Title

01/21/2009

Date

☒ Electronic certification HAS been completed.

☐ Electronic certification has NOT been completed.

2007-08 Title I, Part A, Carryover Calculation

Consolidated Application

Purpose: To calculate Title I, Part A carryover from fiscal year 2007-08.

Agency:

Center Joint Unified

CD code:

3 | 4 | 7 | 3 | 9 | 7 | 3

CDE Contact: Jyoti Singh - (916) 319-0372 - JySingh@cde.ca.gov
Lorene Euerle - (916) 319-0728 - LEuerle@cde.ca.gov

☐ This page is not applicable because the LEA did not receive Title I, Part A, funds in 2007-08.

Note: Title I, Part A, carryover is limited to 15 percent for all LEAs except those receiving less than \$50,000 in Title I, Part A, funds in fiscal year 2007-08.

C. Waiver Request (the LEA will receive a formal approval or denial of the request)

A. Carryover Calculation

1.	2007-08 Entitlement amount*	\$	491,212
2.	Transferability - Transfers-in per Section 6123 NCLB	\$	0
3.	2006-07 Carryover as of June 30, 2007	\$	114,662
4.	Total 2007-08 Title I funds (Total lines 1 through 3)	\$	605,874
5.	2007-08 Expenditures and Encumbrances as of June 30, 2008	\$	447,569
6.	2007-08 Carryover as of June 30, 2008	\$	158,305
7.	Carryover percent as of June 30, 2008 (line 6/(line 1 + line 2) * 100)		32.23%
8.	2007-08 Expenditures and Encumbrances as of September 30, 2008	\$	539,463
9.	2007-08 Carryover as of September 30, 2008	\$	66,411
10.	Carryover percent as of September 30, 2008 (line 9/(line 1 + line 2) * 100)		13.52%

B. Waiver Determination

(if line 10 exceeds 15% complete this section)

☐ This waiver is not applicable because the LEA received less than \$50,000 in Title I, Part A, funds.

☐ LEA is completing Section C to apply for a waiver to carry over any Title I funds in excess of 15%.

☐ LEA is not eligible for a waiver because the LEA received a waiver in one of the last two years.**

☐ LEA elects not to request a waiver.**

1. Indicate reason for the carryover in excess of 15%.

2. Describe the major activities to be funded by the carryover amount on line 9 and the amount budgeted for each activity.

Activity

Amount Budgeted

1. \$ 0

2. \$ 0

3. \$ 0

4. \$ 0

5. \$ 0

6. \$ 0

7. \$ 0

Total (line 1 through 7)

\$ 0

*This amount reflects revised Title I entitlements posted on the CDE website at <http://www.cde.ca.gov/fg/aa/ca/nclbtitei.asp>
**CDE will invoice LEA to return funds exceeding the 15% carryover limit.

2008-09 Federal Transferability

California Department of Education

Consolidated Application

Purpose: To compute the amount of money being transferred to and from various federal programs.

Agency:
Center Joint Unified

CD code:

3 | 4 | 7 | 3 | 9 | 7 | 3

CDE Contact: Anne Daniels - (916) 319-0295 - ADaniels@cde.ca.gov

Notes:

Federal transferability is governed by Title VI in NCLB Section 6123. You may transfer a maximum of 50 percent of any program to other programs

☐ This district has been identified as a Program Improvement (PI) LEA under NCLB Section 1116 and may only transfer 30 percent of the funds and those funds must be used for PI activities. A single school district (SSD) or a direct-funded charter (DFC) school whose only school is in PI and operating as a Targeted Assistance School (TAS), for the purpose of federal transferability the LEA is restricted to the 30% limit. If the SSD or DFC is operating as a Schoolwide Program (SWP) school, this restriction does not apply.

2008-09

**programs
affected by
transferability:**

Title I, Part A (Basic Grant)
Title II, Part A (Teacher and Principal Training and Recruiting)
Title II, Part D (Enhancing Education Through Technology)
Title IV, Part A (Safe and Drug Free Schools and Communities)
Title V, Part A (Innovative Programs)

Amounts Transferred to These Programs

2008-09 Program Entitlements	Title I, Part A (Basic Grant)	Title II, Part A	Title II, Part D	Title IV, Part A	Title V, Part A	Amounts Retained in Original Program
Title II, Part A	\$ 189,382	\$ 0	\$ 0	\$ 0	\$ 0	189,382
Title II, Part D	\$	\$ 0	\$	\$ 0	\$ 0	
Title IV, Part A	\$ 13,792	\$ 0	\$ 0	\$	\$ 0	
Title V, Part A	\$	\$ 0	\$ 0	\$ 0	\$ 0	13,792
Totals transferred and used for:	\$	\$ 0	\$ 0	\$ 0	\$ 0	

2008-09 District Allocations of Title I, Part A, Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title I, Part A, funds for 2008-09, the total Title I, Part A, administrative costs are included on lines 8 and 9.		Agency: Center Joint Unified	
CDE Contact: <i>Monique Moton - (916) 319-0956 - MMoton@cde.ca.gov</i> <i>Lana Zhou - (916) 319-0956 - LZhou@cde.ca.gov</i>		CD code: 3 4 7 3 9 7 3	
<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.			
Description		SACS Resource Code: 3010	
Title I, Part A, Basic and Neglected			
1.	2008-09 entitlement Basic \$ 775,718 and Neglected \$ 0	775,718	
2.	Transferred in (+)	0	
3.	2008-09 amount after transfer (line 1 + 2) (=)	775,718	
4.	2007-08 carryover (+)	158,305	
5.	Repayment of funds (+)	0	
6.	Total approved allocation (line 3 + 4 + 5) (=)	934,023	
7.	Reserved for indirect costs (-)	38,785	
8.	Reserved for administration (-)	77,572	
9.	Adjusted total allocation (line 6 - 7 - 8) (=)	817,666	

2008-09 Calculation of Title I, Part A, Reservations for Equitable Services

California Department of Education

Consolidated Application

Purpose: To calculate proportional amounts of Title I, Part A, reservations for equitable service for private schools participants, their teachers, and families.

Agency:

Center Joint Unified

CD code:

3 | 4 | 7 | 3 | 9 | 7 | 3

CDE Contact: Jyoti Singh - (916) 319-0372 - JySingh@cde.ca.gov
Carol Dickson - (916) 319-0382 - CDickson@cde.ca.gov

☐ This page is not applicable because the LEA did not receive Title I, Part A, funding on page 2 of the ConApp.

A.

Calculation of Equitable Services Percent

Number of public schools expected to receive Title I, Part A funds per Page 6: 2

Within the attendance areas of these participating schools:

Number of private school children from low-income families 0

509

Total number of children from low-income families

Percent of Private School Children from low-income families 0.00%

B.

Reservation for Parent Involvement

C.

Reservation for District-wide Instructional Programs and Professional Development not used for Program Improvement (PI)

		Program	A. Total Reservation	B. Reservation for Equitable Services	C. Reserved for Public Schools
1.	<input type="checkbox"/> No reservation is mandated because 1% of line 3 on page 28 is \$5,000 or less				
2.	Reserved for Parent Involvement (must be a minimum of 1%)*	\$ 7,758			
3.	Private school set-aside for parents (% of private school children x reservation)	\$ 0	\$ 40,000	\$ 0	\$ 40,000
4.	Amount remaining	\$ 7,758	\$ 158,818	\$ 0	\$ 158,818
5.	Public school distribution (95% of "Amount remaining")**	\$ 7,371	\$ 40,000	\$ 0	\$ 40,000
6.	Balance available for LEA-level parental involvement activities	\$ 387	\$ 238,818	\$ 0	\$ 238,818
		Totals			

*of line 3 on page 28 **see instructions

2008-09 Reservations for Title I, Part A

California Department of Education

Consolidated Application

Purpose: To report LEA reservations for Title I, Part A, before distributing funds to schools. All reservations, **except for lines 8-11**, reported on this page are used to provide direct services to eligible Title I, Part A students.

Agency:

Center Joint Unified

CD code:

3 | 4 | 7 | 3 | 9 | 7 | 3

CDE Contact: Carol Dickson - (916) 319-0382 - CDickson@cde.ca.gov

☐ The page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

Description (Required)	Amounts	Description (Allowable)	Amounts
1. Adjusted total allocation (line 9 on page 28)	\$ 817,666	Program Improvement schools:	
2. LEA-level Parent Involvement activities -- page 29, Section B, line 6 (pg. 29, B, 6)	\$ 387	Professional Development: highly qualified teachers and paraprofessionals*** - PI activities	\$ 0
3. Program Improvement (PI) schools: school choice transportation*	\$ 0	Professional Development: highly qualified teachers and paraprofessionals*** - Not PI activities (pg. 29, C, C1)	\$ 40,000
4. PI schools: supplemental educational services*	\$ 0	Assistance to schools - PI activities	\$ 0
PI LEA:			
a. Professional Development (PD) (minimum 10%*) set-aside	\$ 0	Assistance to schools - Not PI activities (pg. 29, C, C2)	\$ 158,818
b. 2007-08 PI PD set-aside carryover	\$ 0	Summer school or intersession programs or before and after school programs - PI activities	\$ 0
c. Total PI set-aside (5a + 5b)	\$ 0	Summer school or intersession programs or before and after school programs - Not PI activities (pg. 29, C, C3)	\$ 40,000
5. If reservation is less than 10%, check below: <input type="checkbox"/> Professional Development funds from PI school-level set-asides will be used to help meet LEA 10% reservation		Salary differentials	\$ 0
6. Direct and indirect services to homeless children, regardless of their school of attendance	\$ 3,000	Preschool	\$ 0
7. Direct and indirect services to children in local institutions for neglected children	\$ 0	Capital expenses reserved for private schools	\$ 0
8. Direct and indirect services to children in local institutions for delinquent children	\$ 0	Total LEA Reservations (sum of lines 2 through 19)	\$ 242,205
9. Direct and indirect services to neglected or delinquent children in community day school programs	\$ 0	Final adjusted allocation (line 1 minus line 20) (must be allocated to schools on page 31)	\$ 575,461

* of line 3 on page 28

**see instructions

*** lines 11 and 12 together must be a minimum of 5% of line 3 on page 28

2008-09 ConApp, Part II, page 30

Date: 01/12/2009

2008-09 Consolidated Application Comments Form

Page Number

Page 30: Title I- Reservation

CD Code

3473973

District Name

Center Joint Unified

School Name

Comments

This allocation will be used to assist with necessary services to our homeless students. Examples include transportation fees, bus passes, or taxi fare.

2008-09 District Allocation of Title I, Part A, Funds to Schools

California Department of Education

Consolidated Application

Purpose: To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A, public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

Agency:

Center Joint Unified

CD code:

3 | 4 | 7 | 3 | 9 | 7 | 3

CDE Contact: Richard Graham - (916) 319 - 0303 - RGraham@cde.ca.gov
Carmela Kelly-Batch - (916) 319 - 0300 - GKellyBatch@cde.ca.gov

☐ The page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

A	B	C	D	E	F	G	H	I
Name of School School Code	Percent of Low-Income Students	Number of Low-Income Students	Title I, Part A \$ per Low-Income Student Number	Site-Level Carryover, If Applicable	Title I, Part A (Basic Grant) (C X D + E = F)	Title I, Part A (Parent Involvement for NCLB, Sec. 1118)	Private School Set-aside	Title I, Part A Total (F + G + H)
Cyril Spinelli Elementary 6032924	66.4	229	862.7100	51,346	248,907	3,685	0	252,592
North Country Elementary 6108948	51.4	246	862.7000	106,959	319,183	3,686	0	322,869
Wilson C. Riles Middle 0108621	45.1	576	0.0000	0	0	0	0	0
Arthur S. Dudley Elementary 6032908	44.2	318	0.0000	0	0	0	0	0
Oak Hill Elementary 6107734	36.7	280	0.0000	0	0	0	0	0
McClellan High (Continuation) 3430451	30.7	46	0.0000	0	0	0	0	0
Center High 3430378	30.4	493	0.0000	0	0	0	0	0
Antelope View Charter 3430816	8.7	18	0.0000	0	0	0	0	0
Antelope Christian Academy 6937544	0.0	0	0.0000	0	0	0	0	0

2008-09 District Allocation of Title I, Part A, Funds to Schools

California Department of Education

Consolidated Application

Purpose: To calculate and indicate the amount of funds to be allocated to eligible Title I, Part A, public schools and for services to eligible students in private schools. The allocations on this page are to provide direct services to eligible Title I students.

Agency:

Center Joint Unified

CD code:

3 | 4 | 7 | 3 | 9 | 7 | 3

CDE Contact: *Richard Graham - (916) 319 - 0303 - RGrham@cde.ca.gov*
Carmela Kelly-Batch - (916) 319 - 0300 - GKellyBatch@cde.ca.gov

☐ The page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

A	B	C	D	E	F	G	H	I
Name of School School Code	Percent of Low-Income Students	Number of Low-Income Students	Title I, Part A \$ per Low-Income Student Number	Site-Level Carryover, If Applicable	Title I, Part A (Basic Grant) (C X D + E = F)	Title I, Part A (Parent Involvement for NCLB, Sec. 1118)	Private School Set-aside	Title I, Part A Total (F + G + H)
Global Youth Charter High 0106377	0.0	0	0.0000	0	0	0	0	0
Adjusted total allocation					568,090	7,371	0	575,461

2008-09 Title I, Part A, Program Improvement Activities and Expenditures Report

California Department of Education

Consolidated Application

Purpose: To report on Title I, Part A PI activities and expenditures of Title I, Part A, state, local, or other funds for school choice transportation (Choice) and supplemental educational services (SES).		Agency: Center Joint Unified	
CDE Contact: Lana Zhou - (916) 319-0956 - LZhou@cde.ca.gov Martin Miller - (916) 324-3455 - MaMiller@cde.ca.gov		CD code: 3 4 7 3 9 7 3	
<input checked="" type="checkbox"/> This page is not applicable because the LEA did not have schools in Program Improvement in 2008-09.			
A. Activities for Choice and SES		Fiscal Year 2008-09 Mid-Year Report	
1.	The number of students who transferred from a Program Improvement (PI) school to a non-PI school under the No Child Left Behind Act (NCLB).	0	
2.	The number of students who transferred from a PI school to a non-PI school under a local or state school choice program.	0	
3.	The number of students enrolled in PI schools Years 2-5 who received SES.	0	
B. Expenditures for Choice Transportation and SES		Fiscal Year 2008-09 Mid-Year Report	
1.	Amount of Title I, Part A, funds expended for Choice transportation for students transferred from a PI school to a non-PI school under NCLB.	0	
2.	Amount of local, state, and non-Title I federal funds expended for Choice transportation for students transferred from a PI school to a non-PI school under local and state choice programs.	0	
3.	Amount of Title I, Part A, funds expended for SES for students enrolled in PI schools Years 2-5.	0	
4.	Amount of local, state, and non-Title I federal funds expended for SES for students enrolled in PI schools Years 2-5.	0	

2008-09 District Allocation of Title I, Part D, Subpart 2 (Delinquent), Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title I, Part D, Subpart 2 (Delinquent), funds for 2008-09.		Agency: Center Joint Unified	
CDE Contact: Jeff Breshears - (916) 319-0946 - JBreshears@cde.ca.gov Lorene Euerle - (916) 310-0728 - LEuerle@cde.ca.gov		CD code: 3 4 7 3 9 7 3	
<input checked="" type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.		SACS Resource Code: 3025	
Description		Title I, Part D, Subpart 2 (Delinquent)	
1.	2008-09 entitlement	0	
2.	2007-08 carryover (as of 6/30/08)	0	
3.	Repayment of funds	0	
4.	Total approved allocation (line 1 + 2 + 3)	0	
5.	Reserved for indirect costs	0	
6.	Reserved for administration	0	
7.	Adjusted total allocation (line 4 - 5 - 6)	0	

2008-09 District Allocation of Title II, Part A, Improving Teacher Quality Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title II, Part A, Improving Teacher Quality funds for 2008-09.		Agency: Center Joint Unified	
CDE Contact: Jackie Rose - (916) 322-9503 - JRose@cde.ca.gov		CD code: 3 4 7 3 9 7 3	
<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.			
Description		SACS Resource Code: 4035	
Title II, Part A (Improving Teacher Quality)			
1.	2008-09 entitlement	189,382	
2.	Transferred in (+)	0	
3.	Transferred out (-)	0	
4.	2008-09 amount after transfer (line 1 + 2 - 3)	189,382	
5.	2007-08 carryover (+)	0	
6.	Repayment of funds (+)	0	
7.	Funds available for flexible use under REAP*	0	
8.	Total approved allocation (line 4 + 5 + 6)	189,382	
9.	Reserved for indirect costs (-)	9,469	
10.	Adjusted total allocation (line 8 - 9)	179,913	

* If page 2 indicates participation in Title VI, Subpart 1, REAP Flexibility, this will be line 1- line 3 + line 5 + line 6; otherwise it will be zero.

Title II, Part A, Expenditure Report for Fiscal Years 2007-08 and 2008-09

California Department of Education

Purpose: To report Title II, Part A, Improving Teacher Quality Program expenditures for the 2007-08 and 2008-09 fiscal years.		Agency: Center Joint Unified		Consolidated Application										
CDE Contact: Jackie Rose - (916) 322-9503 - JRose@cde.ca.gov		CD Code:		3	4	7	3	9	7	3				

This page has been removed from
Part II of the 2008-09 ConApp.

2008-09 District Allocation of Title III, Part A, Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title III, Part A, funds for 2008-09.		Agency: Center Joint Unified	
		CD code: 3 4 7 3 9 7 3	
CDE Contact: Michele Anberg-Espinosa - 916 323-4872 - MAnbergEspinosa@cde.ca.gov		<input type="checkbox"/> This page is not applicable because the LEA is not participating in Title III, Part A.	
Description		SACS Resource Code: 4201	SACS Resource Code: 4203
		Title III, Part A (Immigrant)	Title III, Part A (LEP)
1.	2008-09 entitlement	0	62,605
2.	2007-08 carryover (as of 6/30/2008)	0	24,066
3.	Repayment of funds	0	0
4.	Total approved allocation (line 1 + 2 + 3)	0	86,671
5.	Reserved for administration and indirect costs (2% cap on LEP)	0	1,252
6.	Adjusted total allocation (line 4 - 5)	0	85,419

Title III Expenditure Report for 2007-08 and 2008-09 Allocations

California Department of Education

Consolidated Application

Purpose: To report Title III LEP and/or Immigrant Program expenditures for the 2007-08 and 2008-09 allocations. Consortia Lead is responsible for reporting the entire consortia application.		Agency: Center Joint Unified		
CDE Contact: Michele Anberg-Espinosa 916 323-4872 - MANbergEspinosa@cde.ca.gov		CD Code: 3 4 7 3 9 7 3		
<input type="checkbox"/> The page is not applicable because the LEA did not participate in either type of funding.				
Description	Allocation Issued Fiscal Year 2007-08		Allocation Issued Fiscal Year 2008-09	
	Immigrant (SACS 4201)	LEP (SACS 4203)	Immigrant (SACS 4201)	LEP (SACS 4203)
1. Entitlement	\$ 0	\$ 71,440	\$ 0	\$ 62,605
2. Expenditures (07/01/07 - 06/30/08) (As reported on page 22 of Part I)	\$ 0	45,305		
3. End of year expenditure report (07/01/07 - 06/30/08) (Submitted to CDE on October 17, 2008)	\$ 0	47,374		
4. Expenditures (07/01/08 - 12/31/08)	\$ 0	24,066	\$ 0	\$ 30,812
5. Total expended	\$ 0	71,440	\$ 0	\$ 30,812
6. Unexpended funds	\$ 0	0	\$ 0	\$ 31,793
7. Interest earned	\$ 0	0		

2007-08 Title IV, Part A (SDFSC), Annual Fiscal Report and Carryover Calculation

California Department of Education

Consolidated Application

Purpose: To report expenditures and determine available budget resources and to calculate Title IV, Part A (SDFSC), carryover from 2007-08.		Agency: Center Joint Unified CD code: 3 4 7 3 9 7 3	
CDE Contact: Lynette Mayhew - (916) 319-0198 - LMayhew@cde.ca.gov		<input type="checkbox"/> The page is not applicable. The LEA did not participate in Title IV, Part A (SDFSC), in 2007-08.	
A. Title IV, Part A Annual Fiscal Report		B. Title IV, Part A Carryover Calculation	
1. 2007-08 entitlement amount (must be spent by 9/30/08)	17,464	9. Unspent 2006-07 funds: If line 8 is greater than or equal to line 6, this is "0." If line 6 is greater than line 8, this is line 6 minus line 8. These unspent funds reverted 9/30/08. CDE will bill the LEA for these funds.	
2. Transferability - Transferred in for Title IV, Part A (SDFSC), use per Section 6123, NCLB	0	0	
3. Transferability - Transferred out of Title IV, Part A (SDFSC), for use in another program per Section 6123, NCLB	0		
4. 2007-08 REAP funds from other programs flexibly used for Title IV (SDFSC) per Section 6211, NCLB	0	10. Balance to be carried forward into 2008-09 (line 7 minus lines 8 and 9)	
5. 2007-08 Title IV (SDFSC) REAP funds flexibly used for other NCLB programs per Section 6211, NCLB	0	703	
6. 2006-07 Title IV (SDFSC) Carryover funds (must have been spent or obligated by 9/30/08)	3,697	11. Percent (%) of 2007-08 entitlement to be carried into 2008-09 (line 10 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.	
7. Total 2007-08 Resources	21,161	4.03%	
8. Total 2007-08 Expenditures and Encumbrances	20,458		
C. Title IV, Part A Carryover Request Justification			
1. Explanation of why these funds could not be spent during fiscal year 2007-08. (The LEA must demonstrate good cause for not expending 75 percent or more of its 2007-08 Title IV, Part A (SDFSC), entitlement.)		2. Description of how these carryover funds will be used to implement the SDFSC Program fiscal year in 2008-09.	
Note: Carryover funds must be spent in accordance with the provisions set forth in Public Law 107-110, No Child Left Behind, Title IV, Part A SDFSC.			

2008-09 District Allocation of Title IV, Part A (SDFSC), Funds

California Department of Education

Consolidated Application

Purpose: To allocate Title IV, Part A (SDFSC), funds for 2008-09.		Agency: Center Joint Unified	
CD code:		3	4
		7	3
		9	7
		3	

☐ This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

SACS Resource Code: 3710

Title IV, Part A (SDFSC)

	Description	
1.	2008-09 entitlement	13,792
2.	Transferred in (+)	0
3.	Transferred out (-)	0
4.	2008-09 amount after transfer (line 1 + 2 - 3)	13,792
5.	2007-08 carryover (as 6/30/08)	703
6.	Repayment of funds (+)	0
7.	Funds available for flexible use under REAP*	0
8.	Total approved allocation (line 4 + 5 + 6)	14,495
9.	Reserved for administration (-)	0
10.	Reserved for indirect costs (-)	289
11.	Adjusted total allocation (line 8 - 9 - 10)	14,206

*If page 2 indicates participation in Title IV, Subpart 1, REAP Flexibility, this will be line 1 - line 3 + line 5 + line 6; otherwise it will be zero.

2007-08 TUPE Annual Fiscal Report and Carryover Calculation

California Department of Education

Consolidated Application

Purpose: To determine available budget resources from previous years and to calculate TUPE carryover from 2007-08.		Agency: Center Joint Unified	
		CD code: 3 4 7 3 9 7 3	
CDE Contact: Shalonn Woodard - (916) 319-0197 - SWoodard@cde.ca.gov		<input type="checkbox"/> The page is not applicable. The LEA did not participate in TUPE in 2007-08.	
A. TUPE Annual Fiscal Report		B. 2007-08 TUPE Carryover Calculation	
1. 2007-08 entitlement	7,972	2005-06 unspent TUPE funds*	
2. 2006-07 TUPE carryover funds (must be spent or obligated by 6/30/09)	0	6. (if line 5 is less than line 3, this is line 3 - line 5) (if line 5 is greater than or equal to line 3, this is "0")	0
3. 2005-06 TUPE carryover funds (must have been spent by 6/30/08)	0	7. 2006-07 unspent TUPE funds	0
4. Total 2007-08 TUPE resources (sum of lines 1 - 3)	7,972	8. 2007-08 TUPE carryover funds	0
5. Total 2007-08 Expenditures/Encumbrances	7,972	9. Percent (%) of 2007-08 entitlement to be carried into 2008-09 (line 7 plus line 8 divided by line 1 times 100). If more than 25 percent, complete the bottom section of this page.	0.00 %
C. TUPE Carryover Request Justification			
1. Explanation of why these funds could not be spent during the 2007-08 fiscal year. (The LEA must demonstrate good cause for not expending 75 percent or more of its 2007-08 TUPE entitlement.)		2. Description of how these carryover funds will be used to implement TUPE in the 2008-09 fiscal year. (The use of TUPE carryover funds is limited to those activities that will directly result in the prevention of tobacco use and must comply with all TUPE program requirements, the Principles of Effectiveness, and the LEA's approved LEA Plan.)	

*These funds reverted 6/30/08. CDE will bill the LEA for these funds.

2008-09 District Allocation of TUPE Funds

California Department of Education

Consolidated Application	
Purpose: To allocate Tobacco-Use Prevention Education (TUPE) funds for 2008-09.	Agency: Center Joint Unified CD code: 3 4 7 3 9 7 3
CDE Contact: Shalonn Woodward - (916) 319-0197 SWoodard@cde.ca.gov	<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.
SACS Resource Code: 6660	
Tobacco Use-Prevention Education (TUPE) Allocation	
1. 2008-09 entitlement	7,274
2. 2007-08 carryover (as of 6/30/2008) (+)	0
3. Repayment of funds (+)	0
4. Total approved allocation (line 1 + 2 + 3) (=)	7,274
5. Reserved for indirect costs (-)	363
6. Adjusted total allocation (line 4 - 5 - 6) (=)	6,911

2008-09 District Allocation of EIA Funds

California Department of Education

Consolidated Application

Purpose: To allocate Economic Impact Aid (EIA) funds for 2008-09. The results from this page are used to make school-level allocations on page 43.		Agency: Center Joint Unified	
CDE Contact: Mark Klinester - (916) 319-0420 -MKlinester@cde.ca.gov		CD code: 3 4 7 3 9 7 3	
<input type="checkbox"/> This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.			
Description		SACS Resource Codes: 7090/7091	
Economic Impact Aid (EIA)			
1.	2008-09 entitlement	567,665	
2.	Transferred in (+)	0	
3.	2007-08 carryover (as of 6/30/08) (+)	0	
4.	Repayment of funds (+)	0	
5.	Subtotal (line 1 + 2 + 3 + 4) (=)	567,665	
6.	Reserved for indirect costs (up to 3%) (-)	17,029	
7.	Administration and evaluation (up to 10%) (-)	0	
8.	EIA activities operated by the district (up to 2%) (-)	0	
9.	EIA security (may not exceed 32 cents per pupil) (-)	0	
10.	EIA alternative (-)	0	
11.	Adjusted total allocation* (line 5 - 6 - 7 - 8 - 9 - 10) (=)	550,636	

* Line 11 to be allocated to schools.

California Department of Education

Purpose: To allocate EIA funds to schools. Amounts allocated to schools as indicated on this page must be reflected in the Single Plan for Student Achievement.	Agency:	Center Joint Unified
CD code:		3 4 7 3 0 7 2

☐ This page is not applicable because the LEA did not apply for this type of funding on page 2 of the ConApp.

2008-09 ConApp, Part II, page 43 1 Date: 01/12/2009

2007-08 Reporting Form for School Safety and Violence Prevention **(AB 1113, AB 658 of 1999)**

California Department of Education

Consolidated Application

Purpose: To report expenditures of School Safety and Violence Prevention (SSVP) funds to fulfill the legislative reporting requirement in program expenditures and activities.

Agency: Center Joint Unified

CD code: 3 | 4 | 7 | 3 | 9 | 7 | 3

CDE Contact: Kelli Omoto-Lee - (916) 319-0195 - KOMoto@cde.ca.gov

☐ This page is not applicable because the LEA did not receive this type of funding.

1. 2007-08 SSVP Allocation	\$	89,079
2. 2006-07 Unspent SSVP Funds	\$	0
3. Total SSVP Resources (total of line 1 and line 2)	\$	89,079

Category/Item	Expenditures and Encumbrances	Category/Item	Expenditures and Encumbrances
4. Personnel		8. Instructional Curricula and Materials	\$ 0
School Counselors	\$ 0	9. Law Enforcement Partnerships	\$ 0
School Psychologists	\$ 0	10. Other Uses of Funds	
School Social Workers	\$ 0	Other (specify)	\$ 0
School Nurses	\$ 0	11. Indirect Costs	\$ 3,707
Sworn Law Enforcement	\$ 74,154	12. Total Expenditures for SSVP	\$ 77,861
5. Communication Devices	\$ 0	13. Percent (%) of total SSVP 2007-08 resources remaining in 2008-09. If more than 25 percent, complete the bottom section of this page.	12.59%
6. School Safety Infrastructure	\$ 0		
7. Staff Training	\$ 0		

SSVP Funding - Planned Use of Remaining Funds

Description of how these funds will be used to establish programs and strategies that promote violence prevention.

2008-09 Consolidation of NCLB Administrative Funds

California Department of Education

Consolidated Application

Purpose: To declare the agency's intent to consolidate NCLB administrative funds and identify what programs will be included in the consolidation.

Agency:

Center Joint Unified

CD code:

3 4 7 3 9 7 3

CDE Contact: Julie Brucklacher - (916) 327-0858 - JBruckla@cde.ca.gov

☐ This page is not applicable because the LEA did not participate in any of the listed programs.

Notes:

1. Section 9203 of the Elementary and Secondary Education Act of 1965, as amended by the NCLB Act of 2001, allows an LEA to consolidate, for the administration of one or more programs under NCLB (or such other programs as the U.S. Secretary of Education shall designate), not more than the percentage, established in each program, of the total available for the LEA under those programs.
2. Refer to the instructions for the maximum amount of administrative funds from the different NCLB titles that may be consolidated.
3. An LEA that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year (ESEA Sec. 9203(c)).
4. Pooled costs may be treated as one cost objective. An LEA is not required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation (ESEA Sec. 9203(e)).
5. CDE approval to consolidate administrative funds is valid only for the fiscal year requested.

The programs for which this agency is requesting to consolidate administrative funds are indicated by a check in the "YES" box below.

SACS Code	Programs	Yes	No
3010	Title I, Part A (Basic Programs)		X
3060	Title I, Part C (Migrant Education)		X
3025	Title I, Part D (Neglected and Delinquent Children)		X
3170	Title I, Part F (Comprehensive School Reform)		X
4035	Title II, Part A (Teacher Training and Recruiting)		X
4036	Title II, Part A (Principal Training and Recruiting)		X
4045	Title II, Part D (Enhancing Education Through Technology)		X
4201	Title III (Immigrant Students)		X
4203	Title III (LEP Students)		X
3710	Title IV, Part A (Safe and Drug-Free Schools and Communities)		X
4124	Title IV, Part B (21st Century Community Learning Centers)		X
4110	Title V, Part A (Innovative Programs)		X

October 2008 School-Level Free and Reduced-Price Meals Eligibility Data Collection

California Department of Education

Consolidated Application

Purpose: To collect data used for LEA grant determinations for Title I, Part A as well as several other state and federal categorical programs. Additionally, the data will be used on the Title I ranking page of Part I of the 2009-10 ConApp.		Agency: Center Joint Unified								
		CD code:		3	4	7	3	9	7	3
		CDE Contact: (916) 323-8068 - frpminfo@cde.ca.gov								
A		B	C	D	E		F			
Name of School	Charter School Number	Lowest Grade Served	Highest Grade Served	Enrolled	Number of Enrolled Students Ages 5-17		Eligible for Reduced-Price Meals*			
Global Youth Charter High	0617	09	12	0			0			
Wilson C. Riles Middle		06	08	1,235			447			
Center High		09	12	1,462			364			
McClellan High (Continuation)		09	12	173			57			
Antelope View Charter		06	12	0			0			
Arthur S. Dudley Elementary	0344	KK	05	710			278			
Cyril Spinelli Elementary		KK	05	329			190			
Oak Hill Elementary		KK	05	748			246			
North Country Elementary		KK	05	504			216			
6108948							77			

*Eligibility tables can be found at <http://www.cde.ca.gov/ls/nu/sn/eligmaterials.asp>

2007-08 Intensive Instruction Annual Report

California Department of Education

Consolidated Application

Purpose: To report on the participation and effectiveness, as measured by success on the California High School Exit Examination (CAHSEE), of the CAHSEE Intensive Instruction

Agency:

Center Joint Unified

CD code:

3 | 4 | 7 | 3 | 9 | 7 | 3

CDE Contact: Carolyn S. Mills - (916) 445-7746 - edoptions@cde.ca.gov

2007-08 CAHSEE Intensive Instruction and Services

Provide the number of students served by this program. Ed. Code 37254(d)(5) & (8). Students may receive more than one type of service.

	Students Served in 2007-08				Passed one or both parts of CAHSEE in 2007-08			
	Class of				Class of			
	2006	2007	2008	2009	2006	2007	2008	2009
1. Diagnostic assessment	4	2	0	3	4	2	0	3
2. Individual instruction in CAHSEE academic content	4	2	1	3	4	2	1	3
3. Group instruction in CAHSEE academic content	4	2	1	3	4	2	1	3
4. English language development for ELs geared to CAHSEE passage	0	0	0	3	0	0	0	3
5. Instruction in test taking skills, individual or group	4	2	1	3	4	2	1	3
6. Academic counseling services, individual or group	4	2	0	0	4	2	0	0
7. Technology-based instruction	0	0	1	0	0	0	1	0
8. Instruction delivered by an outside entity	0	0	0	0	0	0	0	0
9. Other (list)	0	0	0	0	0	0	0	0

☒ Confirmation that in compliance with Ed. Code 37254(d)(3) we have provided written notices to all eligible students each school term.

10. Number of notices sent in Term 1		10
11. Number of notices sent in Term 2		10
12. Number of notices sent out in any other term		10

2007-08 CAHSEE Supplemental Counseling Programs Annual Report

California Department of Education

Consolidated Application

Purpose: To report on the participation and effectiveness of the Middle and High School Supplemental Counseling Program for 2007-08.		Agency: Center Joint Unified CD code: <table border="1"> <tr> <td>3</td><td>4</td><td>7</td><td>3</td><td>9</td><td>7</td><td>3</td> </tr> </table>										3	4	7	3	9	7	3
3	4	7	3	9	7	3												
CDE Contact: Carolyn S. Mills - (916) 445-7746 - edoptions@cde.ca.gov																		
1. Number of students in grade 7 who received individual counseling		76																
2. Number of students in grades 7 through 12 who received any services from this program		90																
3. Number of school counselors involved in conferences for grades 7 through 12		2																
4. Number of students in grades 10 and 12 who received individual counseling		Individual Counseling Requirement in 2007-08				Met CAHSEE												
		10		12		10		12										
		1		6		0		1										
5. Does the LEA assure individual pupil conferences will be done in accordance with Ed. Code 52378(e)?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																
6. Provide a summary of the most prevalent results for pupils based on the graduation plans developed pursuant to Ed. Code 52380 The most prevalent result was a 16% increase in the 12th grade student passage of the CAHSEE of those who received individual pupil conferences thus completing their projected graduation plans.																		

2008-09 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

Purpose: To maintain a complete listing of contact information for each district.		Agency: Center Joint Unified		CD code: 3 4 7 3 9 7 3	
CDE Contact: Linda Parker -- (916) 319-0297 -- LParker@cde.ca.gov					
Consolidated Application	Name	Title		Salutation	
	Scott Loehr	Assistant Superintendent		Mr.	
	Phone	FAX	E-mail		
	(916) 338-6413 Ext.	(916) 338-6322	sloehr@centerusd.k12.ca.us		
Title I, Part A	Name	Title		Salutation	
	Scott Loehr	Assistant Superintendent		Mr.	
<input type="checkbox"/> Contact is N/A	Phone	FAX	E-mail		
	(916) 338-6413 Ext.	(916) 338-6322	sloehr@centerusd.k12.ca.us		
Title I Neglected or Delinquent	Name	Title		Salutation	
	Scott Loehr	Assistant Superintendent		Mr.	
<input checked="" type="checkbox"/> Contact is N/A	Phone	FAX	E-mail		
	() - Ext. ()	()			
Parent/Family Involvement	Name	Title		Salutation	
	Scott Loehr	Assistant Superintendent		Mr.	
<input type="checkbox"/> Contact is N/A	Phone	FAX	E-mail		
	(916) 338-6413 Ext.	(916) 338-6322	sloehr@centerusd.k12.ca.us		
Title II, Part A (Teacher Quality)	Name	Title		Salutation	
	Scott Loehr	Assistant Superintendent		Mr.	
<input type="checkbox"/> Contact is N/A	Phone	FAX	E-mail		
	(916) 338-6413 Ext.	(916) 338-6322	sloehr@centerusd.k12.ca.us		
Title III, Part A (LEP/Immigrant)	Name	Title		Salutation	
	Scott Loehr	Assistant Superintendent		Mr.	
<input type="checkbox"/> Contact is N/A	Phone	FAX	E-mail		
	(916) 338-6413 Ext.	(916) 338-6322	sloehr@centerusd.k12.ca.us		

2008-09 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

Purpose: To maintain a complete listing of contact information for each district.		Agency: Center Joint Unified			
CDE Contact: Linda Parker -- (916) 319-0297 -- LParker@cde.ca.gov		CD code:		3	4
				7	3
				9	7
				3	3

<input type="checkbox"/> Contact is N/A	Title IV (SDFSC) and TUPE	Name	Scott Loehr	Title	Assistant Superintendent	Salutation	Mr.
	Phone	(916) 338-6413	Ext.	FAX	(916) 338-6322	E-mail	sloehr@centerusd.k12.ca.us
<input type="checkbox"/> Contact is N/A	Supplemental Educational Services	Name	Scott Loehr	Title	Assistant Superintendent	Salutation	Mr.
	Phone	(916) 338-6413	Ext.	FAX	(916) 338-6422	E-mail	sloehr@centerusd.k12.ca.us
<input type="checkbox"/> Contact is N/A	Foster Youth Education Liaison	Name	Alyson Collier	Title	Homeless Liason	Salutation	
	Phone	(916) 338-6387	Ext.	FAX	() () -	E-mail	acollier@centerusd.k12.ca.us
<input type="checkbox"/> Contact is N/A	Homeless Liaison	Name	Alyson Collier	Title	Homeless Liason	Salutation	
	Phone	(916) 338-6387	Ext.	FAX	() () -	E-mail	acollier@centerusd.k12.ca.us
<input checked="" type="checkbox"/> Contact is N/A	Rural Education Achievement Program (REAP)	Name	Scott Loehr	Title	Assistant Superintendent	Salutation	Mr.
	Phone	(916) 338-6413	Ext.	FAX	(916) 338-6322	E-mail	sloehr@centerusd.k12.ca.us
<input checked="" type="checkbox"/> Contact is N/A	School Safety & Violence Prevention AB 1113, 1999	Name	Scott Loehr	Title	Assistant Superintendent	Salutation	Mr.
	Phone	(916) 338-6413	Ext.	FAX	(916) 338-6322	E-mail	sloehr@centerusd.k12.ca.us

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: North Country Elementary

Date: January 21, 2009

Action Item X

To: Board of Trustees

Information Item

From: North Country's 5th Grade Teachers
(Ms. Keesling, Mr. Kyle & Mrs. Tricomo)

Attached Pages

Principal's Initials: KD

SUBJECT: Permission to attend field trip to Alliance Redwoods.

The 5th Grade classes at North Country are requesting permission to attend an Outdoor Environmental Living Program at Alliance Redwoods from March 3rd – 6th, 2009.

Cost of the field trip is \$275.00 and will be paid for by parents, and students earning money.

Contracted public buses, and a private vehicle for some of the parents will provide transportation for the 2 teachers, 9 chaperones, and approximately 60 students.

Activities will include combining classroom curriculum into directed field study by having active participation based in the outdoors. Meals, lodging and transportation are all included in the \$275.00.

RECOMMENDATION: Approve Field Trip

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

Date: January 21, 2008

Action Item X

To: Board of Trustees

Information Item

From: Craig Deason, Assist. Supt.

Attached Pages

Assist.Supt. Initials: CD

SUBJECT: Disposal of Surplus Vehicles

The Facilities & Operations Department would like to surplus and dispose of the following vehicle and equipment that have become unusable and/or not repairable. The vehicle & equipment will be offered for sale or disposal following your approval.

1. 1994 Ford F-250 4x4 - License #1078240
2. 1989 Chevy Van - License #1078244

RECOMMENDATION: That the Board of Trustees approve the surplus and disposal or sale of the vehicles and equipment.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Instructional Services

Date: January 21, 2008

Action Item X

To: Board of Trustees

Information Item

From: Scott Loehr
Assistant Superintendent

Attached Pages

Initials: SL

SUBJECT: PROFESSIONAL SERVICE AGREEMENT

CONSULTANT'S NAME:

COMPANY NAME (if applicable) Carmazzi Inc.

SERVICE(S) TO BE RENDERED: Translation and Interpretation services
for a Center Unified School District student.

DATE(S) OF SERVICE: January 22, 2009 to June 30, 2009

TOTAL AMOUNT OF CONTRACT: \$ 800

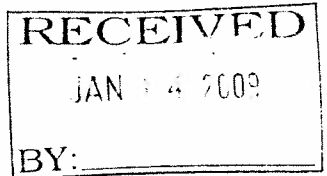
FUNDING SOURCE: Spec Ed Funding

RECOMMENDATION: CUSD Board of Trustees ratify Professional Service
Agreement with: Carmazzi Inc.

AGENDA ITEM # VI-6



Center Unified School District
8408 Watt Avenue
Antelope, California 95843



PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this 8th day of January 2009 by and between the Center Unified School District and the person(s) or firm described below, hereinafter described as CONTRACTOR. Persons performing services under this contract hold themselves out to be independent contractors, not employees of the DISTRICT, and hold(s) the DISTRICT harmless from claims under workers' compensation laws. CONTRACTOR further declares that he/she/it is/are in the business of providing the described service for any and all persons/organizations desiring such services, that such services are not provided exclusively for Center Unified School District. CONTRACTOR also holds the DISTRICT harmless from claims arising from loss, damage, or injury while performing the stipulated services.

*Contractor Name: Carmazzi Inc. dba Carmazzi Speak
Address: 65 Quinta Court Suite 6 Sacramento CA 95823
Phone: (916) 714-7848 Taxpayer ID#: 68-0557648

*Full description of services to be provided:

Interpretation & Translation Services

*Payment \$ 95.00 per hour. CONTRACTOR will submit a signed invoice not more frequently than monthly, detailing services provided and charges. Payment will be made within forty-five days after receipt of invoice or service, whichever is later.

*Beginning Date of Service: 01/22/09 *Frequency of Service Dates: _____
*Ending Date of Service: _____

Method of Payment and Tax Reporting: (check one)

☐ Variable Payroll- W-2 Generated (requires completion of W-4 & I-9 in Personnel Dept.)
☒ Accounts Payable-1099 Generated (Requires completion of W-9 on pg. 2 of this form)

Total amount of this contract \$ _____ Budget # _____

Reason service cannot be provided by a District employee:

Signature of CONTRACTOR: * [Signature] Date: * 1/9/09
Signature of District employee requesting service: [Signature] Date: 1/16/09
Signature of Accounting Supervisor: _____ Date: _____
Date Board of Trustees Approved _____ Date: _____
Signature of Authorized Contracting Official: _____ Date: _____

CONTRACT NOT VALID WITHOUT AUTHORIZED DISTRICT SIGNATURE

Request for Taxpayer Identification Number and Certification

Give form to the
requester. Do not
send to the IRS.

Print or type
See Specific Instructions on page 2.

Name (as shown on your income tax return)

Carmazzi Inc

Business name, if different from above

Check appropriate box: ☐ Individual/
Sole proprietor

☒ Corporation

☐ Partnership

☐ Other ▶

☐ Exempt from backup
withholding

Address (number, street, and apt. or suite no.)

65 Quinta Court Suite G

City, state, and ZIP code

Sacramento, CA 95823

List account number(s) here (optional)

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on Line 1 to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

Social security number

or

Employer identification number

6 8 0 5 5 7 6 4 8

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
3. I am a U.S. person (including a U.S. resident alien).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. (See the instructions on page 4.)

Sign
Here

Signature of
U.S. person ▶

Date ▶

1/9/09

Purpose of Form

A person who is required to file an information return with the IRS, must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

U.S. person. Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
2. Certify that you are not subject to backup withholding, or
3. Claim exemption from backup withholding if you are a U.S. exempt payee.

In 3 above, if applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

For federal tax purposes, you are considered a person if you are:

- An individual who is a citizen or resident of the United States,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States, or
- Any estate (other than a foreign estate) or trust. See Regulations sections 301.7701-6(a) and 7(a) for additional information.

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

The person who gives Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States is in the following cases:

- The U.S. owner of a disregarded entity and not the entity,

- The U.S. grantor or other owner of a grantor trust and not the trust, and
- The U.S. trust (other than a grantor trust) and not the beneficiaries of the trust.

Foreign person. If you are a foreign person, do not use Form W-9. Instead, use the appropriate Form W-8 (see Publication 515, Withholding of Tax on Nonresident Aliens and Foreign Entities).

Nonresident alien who becomes a resident alien.

Generally, only a nonresident alien individual may use the terms of a tax treaty to reduce or eliminate U.S. tax on certain types of income. However, most tax treaties contain a provision known as a "saving clause." Exceptions specified in the saving clause may permit an exemption from tax to continue for certain types of income even after the recipient has otherwise become a U.S. resident alien for tax purposes.

If you are a U.S. resident alien who is relying on an exception contained in the saving clause of a tax treaty to claim an exemption from U.S. tax on certain types of income, you must attach a statement to Form W-9 that specifies the following five items:

1. The treaty country. Generally, this must be the same treaty under which you claimed exemption from tax as a nonresident alien.
2. The treaty article addressing the income.
3. The article number (or location) in the tax treaty that contains the saving clause and its exceptions.
4. The type and amount of income that qualifies for the exemption from tax.
5. Sufficient facts to justify the exemption from tax under the terms of the treaty article.

Example. Article 20 of the U.S.-China income tax treaty allows an exemption from tax for scholarship income received by a Chinese student temporarily present in the United States. Under U.S. law, this student will become a resident alien for tax purposes if his or her stay in the United States exceeds 5 calendar years. However, paragraph 2 of the first Protocol to the U.S.-China treaty (dated April 30, 1984) allows the provisions of Article 20 to continue to apply even after the Chinese student becomes a resident alien of the United States. A Chinese student who qualifies for this exception (under paragraph 2 of the first protocol) and is relying on this exception to claim an exemption from tax on his or her scholarship or fellowship income would attach to Form W-9 a statement that includes the information described above to support that exemption.

If you are a nonresident alien or a foreign entity not subject to backup withholding, give the requester the appropriate completed Form W-8.

What is backup withholding? Persons making certain payments to you must under certain conditions withhold and pay to the IRS 28% of such payments (after December 31, 2002). This is called "backup withholding." Payments that may be subject to backup withholding include interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.

You will not be subject to backup withholding on payments you receive if you give the requester your correct TIN, make the proper certifications, and report all your taxable interest and dividends on your tax return.

Payments you receive will be subject to backup withholding if:

1. You do not furnish your TIN to the requester,
2. You do not certify your TIN when required (see the Part II instructions on page 4 for details),

3. The IRS tells the requester that you furnished an incorrect TIN,

4. The IRS tells you that you are subject to backup withholding because you did not report all your interest and dividends on your tax return (for reportable interest and dividends only), or

5. You do not certify to the requester that you are not subject to backup withholding under 4 above (for reportable interest and dividend accounts opened after 1983 only).

Certain payees and payments are exempt from backup withholding. See the instructions below and the separate instructions for the Requester of Form W-9.

Also see *Special rules regarding partnerships* on page 1.

Penalties

Failure to furnish TIN. If you fail to furnish your correct TIN to a requester, you are subject to a penalty of \$50 for each such failure unless your failure is due to reasonable cause and not to willful neglect.

Civil penalty for false information with respect to withholding. If you make a false statement with no reasonable basis that results in no backup withholding, you are subject to a \$500 penalty.

Criminal penalty for falsifying information. Willfully falsifying certifications or affirmations may subject you to criminal penalties including fines and/or imprisonment.

Misuse of TINs. If the requester discloses or uses TINs in violation of federal law, the requester may be subject to civil and criminal penalties.

Specific Instructions

Name

If you are an individual, you must generally enter the name shown on your income tax return. However, if you have changed your last name, for instance, due to marriage without informing the Social Security Administration of the name change, enter your first name, the last name shown on your social security card, and your new last name.

If the account is in joint names, list first, and then circle, the name of the person or entity whose number you entered in Part I of the form.

Sole proprietor. Enter your individual name as shown on your income tax return on the "Name" line. You may enter your business, trade, or "doing business as (DBA)" name on the "Business name" line.

Limited liability company (LLC). If you are a single-member LLC (including a foreign LLC with a domestic owner) that is disregarded as an entity separate from its owner under Treasury regulations section 301.7701-3, enter the owner's name on the "Name" line. Enter the LLC's name on the "Business name" line. Check the appropriate box for your filing status (sole proprietor, corporation, etc.), then check the box for "Other" and enter "LLC" in the space provided.

Other entities. Enter your business name as shown on required federal tax documents on the "Name" line. This name should match the name shown on the charter or other legal document creating the entity. You may enter any business, trade, or DBA name on the "Business name" line.

Note. You are requested to check the appropriate box for your status (individual/sole proprietor, corporation, etc.).

Exempt From Backup Withholding

If you are exempt, enter your name as described above and check the appropriate box for your status, then check the "Exempt from backup withholding" box in the line following the business name, sign and date the form.

Generally, individuals (including sole proprietors) are not exempt from backup withholding. Corporations are exempt from backup withholding for certain payments, such as interest and dividends.

Note. If you are exempt from backup withholding, you should still complete this form to avoid possible erroneous backup withholding.

Exempt payees. Backup withholding is not required on any payments made to the following payees:

1. An organization exempt from tax under section 501(a), any IRA, or a custodial account under section 403(b)(7) if the account satisfies the requirements of section 401(f)(2),
 2. The United States or any of its agencies or instrumentalities,
 3. A state, the District of Columbia, a possession of the United States, or any of their political subdivisions or instrumentalities,
 4. A foreign government or any of its political subdivisions, agencies, or instrumentalities, or
 5. An international organization or any of its agencies or instrumentalities.
- Other payees that may be exempt from backup withholding include:
6. A corporation,
 7. A foreign central bank of issue,
 8. A dealer in securities or commodities required to register in the United States, the District of Columbia, or a possession of the United States,
 9. A futures commission merchant registered with the Commodity Futures Trading Commission,
 10. A real estate investment trust,
 11. An entity registered at all times during the tax year under the Investment Company Act of 1940,
 12. A common trust fund operated by a bank under section 584(a),
 13. A financial institution,
 14. A middleman known in the investment community as a nominee or custodian, or
 15. A trust exempt from tax under section 664 or described in section 4947.

The chart below shows types of payments that may be exempt from backup withholding. The chart applies to the exempt recipients listed above, 1 through 15.

IF the payment is for . . .	THEN the payment is exempt for . . .
Interest and dividend payments	All exempt recipients except for 9
Broker transactions	Exempt recipients 1 through 13. Also, a person registered under the Investment Advisers Act of 1940 who regularly acts as a broker
Barter exchange transactions and patronage dividends	Exempt recipients 1 through 5
Payments over \$600 required to be reported and direct sales over \$5,000 ¹	Generally, exempt recipients 1 through 7

¹ See Form 1099-MISC, Miscellaneous Income, and its instructions.

² However, the following payments made to a corporation (including gross proceeds paid to an attorney under section 6045(f), even if the attorney is a corporation) and reportable on Form 1099-MISC are not exempt from backup withholding: medical and health care payments, attorneys' fees; and payments for services paid by a federal executive agency.

Part I. Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. If you are a resident alien and you do not have and are not eligible to get an SSN, your TIN is your IRS individual taxpayer identification number (ITIN). Enter it in the social security number box. If you do not have an ITIN, see *How to get a TIN* below.

If you are a sole proprietor and you have an EIN, you may enter either your SSN or EIN. However, the IRS prefers that you use your SSN.

If you are a single-owner LLC that is disregarded as an entity separate from its owner (see *Limited liability company (LLC)* on page 2), enter your SSN (or EIN, if you have one). If the LLC is a corporation, partnership, etc., enter the entity's EIN.

Note. See the chart on page 4 for further clarification of name and TIN combinations.

How to get a TIN. If you do not have a TIN, apply for one immediately. To apply for an SSN, get Form SS-5, Application for a Social Security Card, from your local Social Security Administration office or get this form online at www.socialsecurity.gov. You may also get this form by calling 1-800-772-1213. Use Form W-7, Application for IRS Individual Taxpayer Identification Number, to apply for an ITIN, or Form SS-4, Application for Employer Identification Number, to apply for an EIN. You can apply for an EIN online by accessing the IRS website at www.irs.gov/businesses and clicking on Employer ID Numbers under Related Topics. You can get Forms W-7 and SS-4 from the IRS by visiting www.irs.gov or by calling 1-800-TAX-FORM (1-800-829-3676).

If you are asked to complete Form W-9 but do not have a TIN, write "Applied For" in the space for the TIN, sign and date the form, and give it to the requester. For interest and dividend payments, and certain payments made with respect to readily tradable instruments, generally you will have 60 days to get a TIN and give it to the requester before you are subject to backup withholding on payments. The 60-day rule does not apply to other types of payments. You will be subject to backup withholding on all such payments until you provide your TIN to the requester.

Note. Writing "Applied For" means that you have already applied for a TIN or that you intend to apply for one soon.

Caution: A disregarded domestic entity that has a foreign owner must use the appropriate Form W-8.

Part II. Certification

To establish to the withholding agent that you are a U.S. person, or resident alien, sign Form W-9. You may be requested to sign by the withholding agent even if items 1, 4, and 5 below indicate otherwise.

For a joint account, only the person whose TIN is shown in Part I should sign (when required). Exempt recipients, see *Exempt From Backup Withholding* on page 2.

Signature requirements. Complete the certification as indicated in 1 through 5 below.

1. Interest, dividend, and barter exchange accounts opened before 1984 and broker accounts considered active during 1983. You must give your correct TIN, but you do not have to sign the certification.

2. Interest, dividend, broker, and barter exchange accounts opened after 1983 and broker accounts considered inactive during 1983. You must sign the certification or backup withholding will apply. If you are subject to backup withholding and you are merely providing your correct TIN to the requester, you must cross out item 2 in the certification before signing the form.

3. Real estate transactions. You must sign the certification. You may cross out item 2 of the certification.

4. Other payments. You must give your correct TIN, but you do not have to sign the certification unless you have been notified that you have previously given an incorrect TIN. "Other payments" include payments made in the course of the requester's trade or business for rents, royalties, goods (other than bills for merchandise), medical and health care services (including payments to corporations), payments to a nonemployee for services, payments to certain fishing boat crew members and fishermen, and gross proceeds paid to attorneys (including payments to corporations).

5. Mortgage interest paid by you, acquisition or abandonment of secured property, cancellation of debt, qualified tuition program payments (under section 529), IRA, Coverdell ESA, Archer MSA or HSA contributions or distributions, and pension distributions. You must give your correct TIN, but you do not have to sign the certification.

What Name and Number To Give the Requester

For this type of account:	Give name and SSN of:
1. Individual	The individual
2. Two or more individuals (joint account)	The actual owner of the account or, if combined funds, the first individual on the account ¹
3. Custodian account of a minor (Uniform Gift to Minors Act)	The minor ²
4. a. The usual revocable savings trust (grantor is also trustee)	The grantor-trustee ¹
b. So-called trust account that is not a legal or valid trust under state law	The actual owner ¹
5. Sole proprietorship or single-owner LLC	The owner ³
For this type of account:	Give name and EIN of:
6. Sole proprietorship or single-owner LLC	The owner ³
7. A valid trust, estate, or pension trust	Legal entity ⁴
8. Corporate or LLC electing corporate status on Form 8832	The corporation
9. Association, club, religious, charitable, educational, or other tax-exempt organization	The organization
10. Partnership or multi-member LLC	The partnership
11. A broker or registered nominee	The broker or nominee
12. Account with the Department of Agriculture in the name of a public entity (such as a state or local government, school district, or prison) that receives agricultural program payments	The public entity

¹ List first and circle the name of the person whose number you furnish. If only one person on a joint account has an SSN, that person's number must be furnished.

² Circle the minor's name and furnish the minor's SSN.

³ You must show your individual name and you may also enter your business or "DBA" name on the second name line. You may use either your SSN or EIN (if you have one). If you are a sole proprietor, IRS encourages you to use your SSN.

⁴ List first and circle the name of the legal trust, estate, or pension trust. (Do not furnish the TIN of the personal representative or trustee unless the legal entity itself is not designated in the account title.) Also see *Special rules regarding partnerships* on page 1.

Note. If no name is circled when more than one name is listed, the number will be considered to be that of the first name listed.

Privacy Act Notice

Section 6109 of the Internal Revenue Code requires you to provide your correct TIN to persons who must file information returns with the IRS to report interest, dividends, and certain other income paid to you, mortgage interest you paid, the acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA, or Archer MSA or HSA. The IRS uses the numbers for identification purposes and to help verify the accuracy of your tax return. The IRS may also provide this information to the Department of Justice for civil and criminal litigation, and to cities, states, the District of Columbia, and U.S. possessions to carry out their tax laws. We may also disclose this information to other countries under a tax treaty, to federal and state agencies to enforce federal nontax criminal laws, or to federal law enforcement and intelligence agencies to combat terrorism.

You must provide your TIN whether or not you are required to file a tax return. Payers must generally withhold 28% of taxable interest, dividend, and certain other payments to a payee who does not give a TIN to a payer. Certain penalties may also apply.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Instructional Services

Date: January 21, 2009

Action Item X

To: Board of Trustees

Information Item

From: Scott Loehr
Assistant Superintendent
Initials: *S.L.*

Attached Pages

SUBJECT: School Accountability Report Cards

Please approve the following School Accountability Report Cards (SARCs) reported for the 2007/08 school year, published during the 2008/09 school year.

Dudley Elementary
North Country Elementary
Spinelli Elementary
Oak Hill Elementary
Wilson C. Riles Middle School
Center High School
McClellan High School
Antelope View Charter School
Global Youth Charter High School

RECOMMENDATION: CJUSD Board of Trustees to approve 2007/08 School Accountability Report Cards (SARCs) in the 2008/09 school year.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	8	7	7	
Similar Schools Rank	8	6	7	
All Students				
Actual Growth	3	-5	-17	790
Socioeconomically Disadvantaged				
Actual Growth	8	-14	4	755
African American				
Actual Growth	-	-	-	765
Caucasian				
Actual Growth	22	-16	-33	797

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public library. Nearby libraries include the Antelope branch and the Roseville branch, both of which contain numerous computer workstations.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements: • Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics. • Percent proficient on the state's standards-based assessments in ELA and Mathematics. • API as an additional indicator. • Graduation rate (for secondary schools). There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Yes		No	
Met AYP Criteria	English - Language Arts		English - Language Arts	
Participation Rate	Yes		Yes	
Percent Proficient	Yes		No	
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math

(grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts												Math												Science		
	2			3			4			5			2			3			4			5			5		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																											
School	59	59	52	55	59	49	50	57	62	59	49	45	63	64	64	74	73	72	61	61	58	52	45	34	35	31	36
District	55	58	54	50	47	46	56	56	63	50	48	46	61	62	59	70	69	70	67	65	70	49	41	40	29	33	42
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	61	59	46	48	56	45	45	46	53	56	46	37	68	64	63	74	73	74	63	55	52	48	52	31	30	36	37
District	52	59	54	46	43	42	53	46	59	45	46	40	61	65	64	72	68	74	66	62	68	44	45	38	24	37	44
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	59	58	58	60	61	53	56	67	71	62	53	52	56	63	64	73	72	69	59	65	65	57	38	36	41	28	35
District	58	56	54	56	50	48	59	66	67	56	50	52	60	61	56	69	71	66	69	67	73	54	37	44	33	28	41
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Socioeconomically Disadvantaged																											
School	47	49	43	47	36	43	45	45	51	50	47	25	52	54	66	62	62	70	57	52	49	41	38	25	11	22	24
District	44	48	45	37	32	36	51	46	51	42	39	31	53	52	53	64	58	63	61	58	64	41	31	28	17	26	28
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
African American																											
School	41	33	67	47	50	42	38	50	64	36	41	38	35	39	90	76	57	54	46	69	50	29	27	33	21	27	33
District	51	35	52	38	37	34	44	57	66	35	41	33	46	36	63	54	51	53	56	63	56	34	22	27	16	20	29
State	38	39	39	27	27	28	37	39	43	30	32	35	44	44	44	41	42	46	38	41	46	31	32	36	18	22	33
Asian																											
School	*	75	*	*	69	67	*	*	*	*	*	42	*	81	*	*	85	87	*	*	*	*	*	33	*	*	33
District	68	68	57	52	60	62	63	61	78	64	54	52	77	74	60	78	88	82	89	78	91	64	54	48	15	41	37
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69
Hispanic or Latino																											
School	55	69	50	52	47	23	42	57	62	50	*	24	50	50	71	74	58	69	53	62	52	21	*	24	29	*	29
District	49	68	48	51	38	24	43	53	55	47	50	33	54	59	50	65	66	61	63	64	65	40	40	33	30	31	33
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32
Caucasian																											
School	60	59	49	62	68	53	55	59	61	71	50	52	68	73	58	73	79	73	64	60	59	66	50	38	47	39	42
District	55	60	55	55	51	51	60	61	62	55	48	53	62	69	60	73	70	74	70	64	72	53	46	45	33	39	50
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
Students with Disabilities																											
School	7	*	29	*	17	18	*	*	18	*	*	0	7	*	29	*	22	18	*	*	18	*	*	0	*	*	0
District	13	18	15	24	10	11	13	22	8	13	9	10	18	25	22	36	16	17	18	23	22	11	15	8	9	14	11
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26
English Learners																											
School	19	61	46	10	17	50	0	28	18	15	*	0	50	70	50	55	50	68	33	50	18	23	*	17	0	*	8
District	37	54	44	27	16	25	32	24	31	17	18	9	48	61	47	65	57	57	54	52	55	25	18	13	6	13	7
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.																											

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 Norm Referenced Test	
% At or Above 50th Percentile	

	Reading			Math		
	3			3		
	06	07	08	06	07	08
All Students						
School	46	53	53	59	70	67
District	45	45	51	62	64	66
State	37	38	38	55	56	56
Males						
School	40	52	49	59	65	72
Females						
School	52	54	56	59	76	60
Socioeconomically Disadvantaged						
School	32	40	44	53	58	61
African American						
School	41	40	33	59	53	46
Asian						
School	*	62	87	*	77	67
Hispanic or Latino						
School	22	32	38	52	58	77
Caucasian						
School	60	64	55	66	75	72
Students with Disabilities						
School	*	22	9	*	17	18
English Learners						
School	11	8	64	32	58	59

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
K	20	20	20	6	4	6	-	2	-	-	-	-
1	19	20	19	6	4	6	-	2	-	-	-	-
2	20	20	19	4	4	6	2	2	-	-	-	-
3	20	20	20	4	4	6	2	2	-	-	-	-
4	32	31	29	-	-	-	4	4	4	-	-	-
5	32	32	32	-	-	-	4	3	3	-	1	1

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Arthur S. Dudley Elementary at (916) 338-6470.

Counseling & Support Staff

It is the goal of Arthur S. Dudley Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or difficulty handling peer pressure. The counselor to pupil ratio is 1:694. The table lists the support service personnel available at Arthur S. Dudley Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Computer Technician	1	0.5
Counselor	1	0.6
English Language Learner (ELL) Para-educator	1	0.5
English Language Resource Teacher	1	1
Library Technician	1	1.0
Nurse	1	0.6
Psychologist	1	0.5
Resource Teacher	1	1.0
Special Day Class Aides	1	1.0
Special Day Class Teacher	1	1.0
Speech and Language Specialist	1	0.5

Curriculum Development

Curriculum for Dudley Elementary School is guided by state content standards in each of the subject areas. Instruction is based on specific goals and objectives for each lesson.

Teachers undergo an annual review and discussion of STAR results with members of their grade level and with the principal.

Parents are made aware of academic results during conferences with the teacher, via newsletters and the Internet, and by attending school and district events such as Back to School Night, School Site Council meetings and Board meetings.

Students with special needs or who are at risk of retention are provided services to supplement classroom instruction. Gifted and Talented Education (GATE) services are provided by extending the curriculum in the class and enriching the curriculum through after school activities. English language learners receive instruction each day by an English language teacher or by the classroom teacher, depending upon need. Students with disabilities receive services according to an Individual Education Plan (IEP) or 504 plan.

For students who are at risk of retention, an intervention class meets for one hour Monday through Thursday before school. An after school homework club supports participating students in grades three through five. Fifth grade teachers provide math support for fifth grade students after school on Mondays.

Students with behavioral concerns have a Behavior Support Plan (BSP) developed for them. A BSP includes proactive action planning to address behaviors that are impeding learning. It includes positive behavioral interventions, strategies, and supports. The plan is developed by the teacher's team and is approved by the assistant principal and parents.

Data Sources

Data within the SARC was provided by Center Joint Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Discipline & Climate for Learning

Dudley Elementary students are treated with dignity while being held to the highest behavioral standards. Students who observe the rules receive positive reinforcement through the weekly Do-Right drawing, monthly reward activity, and a trimester celebration. MegaSkills, which teach character, and Second Step, a violence prevention program, are integrated into instruction and are a school-wide focus. School programs are in place to build a sense of community at Dudley. Students may participate in the band, recorder club, drama club, fencing club, keyboarding club and science club. Students may receive academic enrichment through GATE, intervention, and tutoring by individual teachers.

The Center Unified School District, Dudley Elementary, and each class have established realistic and reasonable guidelines for all students to follow, so learning can take place without disruption. Students who do not meet Dudley's behavior expectations experience logical consequences designed to help them understand the need for safety and consideration for others. Minor discipline problems are handled in a routine manner by the classroom teacher. Repeated disruptive incidents will be handled by the issuance of a Behavior Referral. Severe infractions may result in an office referral with possible suspension. In all cases, parents will be contacted. Rules and expectations are based upon Center Unified School District's Board adopted Discipline Plan and are clearly communicated to the school community. Behavior Support Plans are created for students with chronic behaviors that impede learning. A school counselor provides additional support.

Progress Reports are issued three times each year. Each progress report shows scholastic achievement, effort in the classroom, attendance, and citizenship. Each Thursday, students bring home a folder than includes daily work, school notices, classroom notices, etc. Teachers and parents meet a minimum of twice each year, during the first and second trimesters, to discuss student progress.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	131	110	125	1280	958	1058
Suspension Rate	17.7%	15.0%	17.4%	21.2%	16.4%	18.6%
Expulsions	0	0	0	22	14	6
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.2%	0.1%

District Expenditures

Center Joint Unified spent an average of \$7,374.56 to educate each student (based on 2006/07 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,820
From Restricted Sources	\$583
From Unrestricted Sources	\$4,237
District	
From Unrestricted Sources	\$5,361
Percentage of Variation between School & District	20.96%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	20.06%

District Revenue Sources

In addition to general state funding, Arthur S. Dudley Elementary receives state and federal funding for the following categorical funds and other support programs: Economic Impact Aid / English Learner Program; Art, Music and PE Block Grant (one time); Art, Music and PE Grant (ongoing); School and Library Improvement Program Block Grant; Gifted and Talented Education; Lottery; and Innovative Programs.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	119	118	119
1st	116	124	117
2nd	128	123	121
3rd	123	119	120
4th	126	123	114
5th	127	127	129

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
Program Improvement (PI) Status	School	District
	Not in PI	Not in PI

First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	96.5%	3.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.3%	4.7%

Instructional Materials

Center Joint Unified held a Public Hearing on September 17, 2008 and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	ELD	Hampton Brown	2006	Yes	0.0%
K-5	English/Language Arts	Open Court	2002	Yes	0.0%
K-5	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
K-5	Mathematics	Harcourt	2002	Yes	0.0%
K-5	Science	Harcourt	2007	Yes	0.0%

Parent Involvement

Volunteers play an important and valuable role at Dudley Elementary. Parental contributions of time are greatly appreciated. Our students, teachers, administrators, parents, and the community benefit from the generosity of volunteers who freely share their talents and resources. Volunteers are placed as helpers in the classroom and library, as well as for special activities such as field trips and school projects. They also act as an important communication link between students and staff, as well as between school and community. Volunteers work in our Dudley Dollar Store, Santa Shop, book fairs, and they help with fundraiser management. Parents participate actively in PTA meetings and events and Dudley's School Site Council and English Learner Advisory Committee.

Physical Fitness

In the spring of each year, Arthur S. Dudley Elementary is required by the state to administer a physical fitness test to all students in grades five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone 2007-08 Test Results	
School	5th Grade
School Overall	33.6%
School (Boys)	19.6%
School (Girls)	46.0%
District	
District Overall	38.7%
District (Boys)	29.5%
District (Girls)	47.4%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	

Safe School Plan

The principal has the responsibility of maintaining security and safety in the school by implementing appropriate procedures, providing safe conditions, facilities, supervision of staff, and taking action against those who threaten the safety of the school. Dudley utilizes the same site incident command system framework used by local law enforcement and firefighting personnel which will lead to a smooth transition of control in the event of an actual emergency. In addition:

- Facilities are maintained in good repair at all times to ensure a safe learning environment.
- Visitors are expected to report to the office and obtain a pass before entering campus.
- Students are only released to a parent or guardian after they are signed out in the front office and show identification.
- Fire drills are held monthly. Intruder alert and “duck and cover” drills are held once per trimester. Bomb threat drills are held each semester.
- A Safe School Officer checks in at Dudley daily and is also on call for emergencies.
- Each classroom is equipped with a crisis bag containing items to be used in an emergency.
- Three separate command centers have been established around campus in the event of an emergency.
- Dudley Elementary participates in the “We Tip” program to assist in eliminating crime and vandalism on campus.

School Facilities

Dudley Elementary underwent modernization during the summer of 2008. To become ADA compliant, bathrooms and sink areas were renovated, ramps and handrails were installed and a wheelchair lift was added to our stage. Other upgrades include: carpet; tile; doors; interior and exterior paint; fixtures; and telephone, fire alarm, and intercom systems. Maintenance and repair occurs in a timely manner upon request. All classrooms, restrooms, and other school offices are cleaned and sanitized at a minimum of once each school day.

School Facility Conditions				
Date of Last Inspection: 12/22/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage			X	Campuswide - Siding under repair.
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			

Overall Cleanliness

X

School Profile

Dudley Elementary School, named a 1998 California Distinguished School by the State Department of Education was founded in 1959. Located in a rapidly growing area of the northern portion of Sacramento County, Dudley serves approximately 700 kindergarten through fifth grade students. Drawing on our students' various ethnicities and cultural heritages has provided our staff with unique opportunities to incorporate many different cultures and backgrounds into the curriculum.

Based on Dudley's mission statement and on the belief that all children can learn, the staff ensures that every student at Dudley will engage in an academic course consistent with the California Standards focusing on high expectations for student performance in a supportive environment.

Student Enrollment by Ethnic Group 2007-08	
	Percentage
African American	12.2%
American Indian	1.0%
Asian	6.7%
Caucasian	48.9%
Filipino	2.2%
Hispanic or Latino	13.9%
Pacific Islander	1.1%
Multiple or No Response	14.0%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006/2007 financial statements).

Average Teacher Salaries School & District	
School	\$67,117
District	\$60,261
Percentage of Variation	11.37%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	7.97%

Staff Development

Staff members build teaching skills by participating in many conferences and workshops throughout the year, then they share their experiences and knowledge with district colleagues. Three staff development days are organized at the district level and eight staff development days are planned at the site level. Beyond these days, staff members can attend workshops organized by the district's Academic Coaches. Topics for staff development during the 2008-09 school year include: effective teaching strategies for English language learners and struggling readers, test taking strategies for English learners and struggling readers, DIBELS training, and various technology courses.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$35,512	\$39,692
Mid-Range Teachers	\$58,514	\$62,830
Highest Teachers	\$74,794	\$80,472
Elementary School Principals	\$83,742	\$98,460
Middle School Principals	\$87,339	\$104,522

High School Principals	\$100,734	\$114,549
Superintendent	\$157,739	\$166,547
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.3%	40.2%
Administrative Salaries	5.3%	5.8%

Teacher Assignment

Center Joint Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Arthur S. Dudley Elementary had thirty-five fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	35	35	35	266
Without Full Credentials	0	0	0	11
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Would you like to finalize this SARC?

NORTH COUNTRY**Academic Performance Index**

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	7	8	6	
Similar Schools Rank	10	9	6	
All Students				
Actual Growth	12	-20	1	789
Socioeconomically Disadvantaged				
Actual Growth	21	-29	-2	745
African American				
Actual Growth	20	-	-	-
Hispanic or Latino				
Actual Growth	5	-19	-51	717
Caucasian				
Actual Growth	11	-34	23	810
English Learners				
Actual Growth	28	6	-11	766

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Antelope, Roseville, and Sacramento, which contain numerous computer workstations.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements: • Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics. • Percent proficient on the state's standards-based assessments in ELA and Mathematics. • API as an additional indicator. • Graduation rate (for secondary schools). There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall Met AYP Criteria	School		District	
	Yes		No	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

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California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																												
Combined % of Students Scoring at Proficient and Advanced Levels																												
	Language Arts												Math												Science			
	2			3			4			5			2			3			4			5			5			
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	
All Students																												
School	56	64	54	50	42	33	59	53	69	52	43	49	63	64	54	69	59	60	73	62	81	51	42	29	22	28	30	
District	55	58	54	50	47	46	56	56	63	50	48	46	61	62	59	70	69	70	67	65	70	49	41	40	29	33	42	
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46	
Males																												
School	56	62	47	49	35	30	57	46	70	52	43	48	60	60	56	78	57	65	70	59	80	52	36	28	23	33	35	
District	52	59	54	46	43	42	53	46	59	45	46	40	61	65	64	72	68	74	66	62	68	44	45	38	24	37	44	
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48	
Females																												
School	55	67	60	51	50	38	59	60	68	55	44	51	65	70	51	59	62	50	74	65	81	51	48	32	20	24	24	
District	58	56	54	56	50	48	59	66	67	56	50	52	60	61	56	69	71	66	69	67	73	54	37	44	33	28	41	
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45	
Socioeconomically Disadvantaged																												
School	50	58	43	41	40	19	49	43	58	43	36	40	62	61	38	71	53	40	60	50	77	43	31	20	18	18	23	
District	44	48	45	37	32	36	51	46	51	42	39	31	53	52	53	64	58	63	61	58	64	41	31	28	17	26	28	
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32	
African American																												
School	64	42	*	50	27	27	47	67	*	47	31	31	55	33	*	50	27	60	53	67	*	41	25	8	12	6	8	
District	51	35	52	38	37	34	44	57	66	35	41	33	46	36	63	54	51	53	56	63	56	34	22	27	16	20	29	
State	38	39	39	27	27	28	37	39	43	30	32	35	44	44	44	41	42	46	38	41	46	31	32	36	18	22	33	
Hispanic or Latino																												
School	50	60	48	64	31	14	35	64	50	58	42	40	60	60	33	57	54	52	65	64	75	58	45	30	33	25	20	
District	49	68	48	51	38	24	43	53	55	47	50	33	54	59	50	65	66	61	63	64	65	40	40	33	30	31	33	
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32	
Caucasian																												
School	54	62	57	45	43	41	70	50	65	52	41	59	62	68	64	78	59	61	83	65	81	52	46	29	20	32	38	
District	55	60	55	55	51	51	60	61	62	55	48	53	62	69	60	73	70	74	70	64	72	53	46	45	33	39	50	
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68	
Students with Disabilities																												
School	*	*	*	42	*	7	*	25	*	*	*	*	*	*	42	*	29	*	25	*	*	*	*	*	*	*	*	
District	13	18	15	24	10	11	13	22	8	13	9	10	18	25	22	36	16	17	18	23	22	11	15	8	9	14	11	
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26	
English Learners																												
School	42	59	40	42	32	0	24	50	35	0	18	23	43	53	40	74	50	33	65	67	76	8	25	15	0	8	8	
District	37	54	44	27	16	25	32	24	31	17	18	9	48	61	47	65	57	57	54	52	55	25	18	13	6	13	7	
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17	
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.																												

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well

California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 Norm Referenced Test % At or Above 50th Percentile						
	Reading			Math		
	06	07	08	06	07	08
All Students						
School	48	52	42	61	60	62
District	45	45	51	62	64	66
State	37	38	38	55	56	56
Males						
School	49	52	45	64	56	60
Females						
School	46	51	38	59	66	66
Socioeconomically Disadvantaged						
School	44	38	28	58	52	47
African American						
School	29	9	27	57	45	53
Hispanic or Latino						
School	57	67	29	57	42	43
Caucasian						
School	55	52	51	67	63	77
Students with Disabilities						
School	42	*	7	42	*	21
English Learners						
School	53	24	11	68	52	39

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
K	20	21	20	4	-	4	-	4	-	-	-	-
1	18	20	20	5	3	3	-	2	1	-	-	-
2	20	21	20	5	-	4	-	4	-	-	-	-
3	18	16	20	5	5	5	-	-	-	-	-	-
4	32	27	27	-	-	-	3	3	3	-	-	-
5	29	29	23	-	-	-	4	3	3	-	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. North Country Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

CSR Participation			
	2005-06	2006-07	2007-08
K	100%	0%	100%
1	100%	60%	75%
2	100%	0%	100%
3	100%	100%	100%

Computer Resources

All classrooms have at least 3 computers that are connected to the Internet. North Country Elementary also has 3 computer labs with at least 20 computers in each. The computer labs are staffed by a half-time technology specialist and the classroom teacher. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Students have been trained in the following programs: Renaissance's Accelerated Reader and Math Facts in a Flash, various

Microsoft Office programs, Read Naturally, Spectrum's electronic card catalog, Pearson's "SuccessMaker", Adobe Premier Elements, Adobe Photoshop Elements, and one or more web browsing softwares.

Computer Resources			
	05-06	06-07	07-08
Computers	235	235	198
Students per computer	2.4	2.2	2.4
Classrooms connected to Internet	35	35	31

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact North Country Elementary at (916) 338-6480 or via the school website at www.centerusd.k12.ca.us/noco.

Counseling & Support Staff

It is the goal of North Country Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at North Country Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Computer Technician	1	.5
English Language Learner Teacher	1	1
Librarian/library media teacher	1	1
Resource Specialist Program (RSP) Teacher	1	1
School Psychologist	1	As Needed
SDC & RSP Aide	3	3
Speech and Language Specialist	1	.5
Title I Coordinator	1	1
Title I Reading Specialist	1	.5

Curriculum Development

The school employs a Title 1 Coordinator who monitors the effectiveness of the program and maintains student progress records. A classroom teacher oversees the Tech Mentor program which provides classroom assistance to teachers implementing technology in their classrooms. A part-time computer technician works to maintain and update all systems.

In 2007-2008, North Country received the Title 1 Academic Achievement Award for outstanding academic achievement for two consecutive years. The school has also received the Governor's Reading Award each of its four existing years due to a successful reading incentive program entitled North Country Reads.

Additionally, the school has been awarded four Golden Bells from the California School Board Association most recently for its Outdoor Education Program. Additionally, Technology, the reading incentive program; North Country Reads, and TLC (Timberwolf Learning Club), the Title 1 intervention program have earned Golden Bells. This award signifies excellence in these areas.

All students receive primary instruction of the core curriculum in their own classrooms. Students with special needs or students in need of interventions receive additional services or modifications to the regular program. English Learners receive 30 minutes per day of leveled English language instruction using Avenues. North Country's staff firmly believes that every child can achieve success.

Data Sources

Data within the SARC was provided by Center Joint Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Discipline & Climate for Learning

At North Country School we offer a school-wide discipline program that focuses on reinforcing positive behaviors. A school-wide reading incentive program is in effect from October through April with a culminating activity in May. The principal issues a challenge and a reading goal. When the goal is met, students take part in a special activity during a portion of the school day. Students have the opportunity to earn Timberwolf Tickets when they demonstrate appropriate behavior, helpfulness to peers, or kindness during lunchtime. Monthly winners are drawn which results in a visit to the principal's office to select a book and other prizes.

Character education is emphasized by focusing on a specific character trait each month. Students who demonstrate these traits to the highest degree earn charms as incentives.

A variety of extended learning activities are offered for intermediate students: GATE after school program (Gifted and Talented Education, criteria for GATE must be met), Timberwolf Trotters, Garden Club, Art Club, Drama/Theatre Arts Club, and Tech Mentors – a program where students maintain and repair computers. Garden Club may also be attended by second and third graders. A number of parents are involved in gardening activities and lend a hand with the upkeep of the Life Lab and History Center. All students (with the exception of Kindergarten) may attend the Timberwolf Trotters walking program three mornings a week. Several neighborhood parents and grandparents participate in this activity. Timberwolf Learning Club, or TLC, takes place before school in the Learning Center and in the computer lab. It is also scheduled throughout the day during workshop time to assist students in specific academic areas. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	55	59	36	1280	958	1058
Suspension Rate	9.7%	11.3%	7.5%	21.2%	16.4%	18.6%
Expulsions	0	0	0	22	14	6
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.2%	0.1%

District Expenditures

Center Joint Unified spent an average of \$7,374.56 to educate each student (based on 2006/07 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,970
From Restricted Sources	\$1,233
From Unrestricted Sources	\$4,737
District	
From Unrestricted Sources	\$5,361
Percentage of Variation between School & District	11.64%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	10.63%

District Revenue Sources

In addition to general state funding, North Country Elementary receives state and federal funding for the following categorical funds and other support programs: Title I, Title II, Title III, SLIP, Lottery

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	80	84	78
1st	89	82	80
2nd	98	85	80

3rd	83	95	85
4th	102	86	86
5th	117	91	74

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
Program Improvement (PI) Status	School	District
First Year in PI	Not in PI	Not in PI
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

GATE

North Country Elementary offers Gifted and Talented Education (GATE) program to those who qualify. GATE instruction, for qualified students in grades 4-5, is provided by the GATE teacher and through an outside organization, Mad Science. GATE class meets after school one day per week.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	96.5%	3.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.3%	4.7%

Instructional Materials

Center Joint Unified held a Public Hearing on September 17, 2008, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	ELD	Avenues	2006	Yes	0.0%
K-5	English/Language Arts	Open Court	2002	Yes	0.0%
K-5	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
K-5	Mathematics	Harcourt	2007	Yes	0.0%
4th-5th	Science	Harcourt	2000	Yes	0.0%

Instructional Time (Includes Minimum Days)

For the 2007-08 school year, North Country Elementary offered 180 days of instruction, comprised of 160 regular days. The additional 20 minimum days were utilized for: parent conferences and staff development. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	36,000
1st	50,400	36,000
2nd	50,400	36,000
3rd	50,400	36,000
4th	54,000	54,000
5th	54,000	54,000

Library Information

The school's library, staffed by a full-time Library Media Technician, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school. Eight computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Mission Statement

The mission of North Country Elementary School is to teach students in a safe and nurturing environment, enabling students to become productive, self-confident and responsible citizens. The staff shares a commitment to instructional goals and accountability. We continually look toward the future to inspire our students to become life long learners.

North Country provides an environment that...

- Resolves conflicts responsibly
- Encourages safety
- Stimulates the intellect through a research-based curriculum
- Produces responsible citizens
- Enables each child to succeed
- Teaches ecological responsibilities

Parent Involvement

Our primary goal is to educate students to become productive, self-confident, and responsible citizens. This commitment results in an environment that directs energies and talents, develops a healthy body and mind, emphasizes character education, and understands individual needs. Achievement expectations for each student remain high due to the efforts of a dedicated staff, a commitment to using data to drive instruction and continued parent support. In order to meet the needs of all students, additional staff, programs, and services have been added using SLIP and Title I funding. Students scoring below basic in Reading/Language Arts are eligible to attend Timberwolf Learning Club (TLC) an award winning morning program offered three days a week for students in first through fifth grades. In this setting students receive small group, intensified instruction.

Parents play an important role at North Country through their active participation in School Site Council, PTA, ELAC and through regular volunteering in the classroom. Each year, we honor our volunteers with an Family BBQ scheduled during Open House. A school-parent compact outlines the shared responsibility of parents, students, and teachers. Each year we assess our own program, inform parents of all programs and services, and keep track of student attendance and progress in the intervention program.

Physical Fitness

In the spring of each year, North Country Elementary is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that

tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

North Country has partnered with CSU Sacramento to offer 8-weeks of standards-based Physical Education instruction, via a student intern, for a variety of grades K-5.

Percentage of Students in Healthy Fitness Zone	
2007-08 Test Results	
School	5th Grade
School Overall	25.7%
School (Boys)	17.9%
School (Girls)	34.3%
District	
District Overall	38.7%
District (Boys)	29.5%
District (Girls)	47.4%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	

Safe School Plan

North Country's Safe School Plan was originally developed in 1998 in accordance with SB187 and the document Safe Schools: A Planning Guide for Action, published by the Department of Education. The components of this section are school climate, the physical environment, and the social environment. The emergency preparedness section covers a detailed crisis response plan. The Safe School plan was revised in 2008 and is reviewed and adjusted annually.

School Facilities

In 2008, North Country remodeled two of its student restrooms, installing state-of-the-art waterless urinals. A million dollar renovation took place in 1992 upgrading classrooms and the site to a facility adequate to the demands of the next millennium. PTA donations have enhanced the existing facility with the addition of park benches, playground equipment and a storage shed. Maintenance and repair occurs in a timely manner upon request. All classrooms, restrooms, and other school offices are cleaned and sanitized at a minimum of once each school day.

School Facility Conditions				
Date of Last Inspection: 12/22/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

School Profile

North Country Elementary School is located on the southern border of Antelope settled in between Watt Avenue and Walerga Road. North Country opened in the summer of 1990 on a modified four track year round calendar. The school currently operates on a single track modified year round schedule with the months of June and July designated as a summer break.

The school serves Kindergarten through fifth grade with daycare provided on-site by Child Development Center (CDC). Our current enrollment is 499 students. North Country is a Title 1 school with 55 % (2007-2008) of our students receiving free or reduced lunch.

Student Enrollment by Ethnic Group 2007-08	
	Percentage
African American	14.1%
American Indian	0.4%
Asian	7.2%
Caucasian	50.7%
Filipino	1.4%
Hispanic or Latino	21.9%
Pacific Islander	0.6%
Multiple or No Response	3.5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements).

Average Teacher Salaries School & District	
School	\$64,465
District	\$60,261
Percentage of Variation	6.97%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	3.71%

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then they share their experiences and knowledge with district colleagues. The district dedicated 3 days to staff development annually for the past two years. Topics for staff development during the 2008-09 school year included: Science, technology, Fred Jones Classroom Management, Literacy Skills, and Reading and test taking skills for ELL students.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$35,512	\$39,692
Mid-Range Teachers	\$58,514	\$62,830
Highest Teachers	\$74,794	\$80,472
Elementary School Principals	\$83,742	\$98,460
Middle School Principals	\$87,339	\$104,522
High School Principals	\$100,734	\$114,549
Superintendent	\$157,739	\$166,547
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.3%	40.2%
Administrative Salaries	5.3%	5.8%

Teacher Assignment

Center Joint Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, North Country Elementary had 27 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher mis-assignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	30	29	28	266
Without Full Credentials	0	0	0	11
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Would you like to finalize this SARC?

OAK HILL**Academic Performance Index**

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Oak Hill is proud to have an 831 API for the 2007-2008 testing period.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	8	7	7	
Similar Schools Rank	8	5	6	
All Students				
Actual Growth	1	16	14	831
Socioeconomically Disadvantaged				
Actual Growth	-4	14	4	770
Caucasian				
Actual Growth	-8	9	27	850
English Learners				
Actual Growth	47	11	-	-

Additional Internet Access/Public Libraries

Access to the computer lab on campus may be arranged for before or after school through the office for students who do not have internet access at home. For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Antelope and Roseville, which contain numerous computer workstations.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements: • Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics. • Percent proficient on the state's standards-based assessments in ELA and Mathematics. • API as an additional indicator. • Graduation rate (for secondary schools). There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site.

Oak Hill met nearly all criteria under AYP in the most recent testing cycle. The exception was a 4 point API growth for Socio-Economically Disadvantaged Students, with a state goal of a 5 point growth. Oak Hill continues to implement strategies to help meet the needs of all students.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts		Mathematics	
Participation Rate	Yes		Yes	
Percent Proficient	Yes		Yes	
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts												Math												Science		
	2			3			4			5			2			3			4			5			5		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																											
School	55	50	52	54	50	49	57	60	64	49	52	52	57	55	54	71	80	74	70	74	78	55	48	60	30	40	62
District	55	58	54	50	47	46	56	56	63	50	48	46	61	62	59	70	69	70	67	65	70	49	41	40	29	33	42
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	50	56	59	51	49	48	52	49	58	39	49	48	59	62	65	73	85	81	67	78	80	48	51	59	22	40	65
District	52	59	54	46	43	42	53	46	59	45	46	40	61	65	64	72	68	74	66	62	68	44	45	38	24	37	44
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	59	44	47	57	51	48	64	68	69	59	55	56	54	49	47	68	77	69	74	71	75	62	43	61	38	38	59
District	58	56	54	56	50	48	59	66	67	56	50	52	60	61	56	69	71	66	69	67	73	54	37	44	33	28	41
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Socioeconomically Disadvantaged																											
School	33	33	40	40	29	35	50	51	46	41	32	29	42	34	45	66	72	62	60	76	69	49	35	38	18	35	41
District	44	48	45	37	32	36	51	46	51	42	39	31	53	52	53	64	58	63	61	58	64	41	31	28	17	26	28
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
African American																											
School	56	29	45	22	39	33	36	*	56	23	50	36	38	29	55	28	59	40	65	*	56	36	20	36	9	33	50
District	51	35	52	38	37	34	44	57	66	35	41	33	46	36	63	54	51	53	56	63	56	34	22	27	16	20	29
State	38	39	39	27	27	28	37	39	43	30	32	35	44	44	44	41	42	46	38	41	46	31	32	36	18	22	33
Asian																											
School	*	38	58	71	*	50	*	76	*	*	*	69	*	54	50	100	*	71	*	88	*	*	*	77	*	*	54
District	68	68	57	52	60	62	63	61	78	64	54	52	77	74	60	78	88	82	89	78	91	64	54	48	15	41	37
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69
Hispanic or Latino																											
School	48	60	40	46	39	36	56	47	52	46	52	39	48	53	33	54	94	57	83	69	68	62	52	44	46	39	50
District	49	68	48	51	38	24	43	53	55	47	50	33	54	59	50	65	66	61	63	64	65	40	40	33	30	31	33
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32
Caucasian																											
School	53	56	54	61	57	54	58	69	68	55	49	59	58	61	59	78	79	81	66	77	83	57	49	67	33	41	70
District	55	60	55	55	51	51	60	61	62	55	48	53	62	69	60	73	70	74	70	64	72	53	46	45	33	39	50
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
Students with Disabilities																											
School	*	*	*	*	*	*	0	45	*	0	17	18	*	*	*	*	*	*	7	42	45	14	11	8	0	25	27
District	13	18	15	24	10	11	13	22	8	13	9	10	18	25	22	36	16	17	18	23	22	11	15	8	9	14	11
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26
English Learners																											
School	37	45	40	38	13	30	57	8	*	50	27	*	43	52	50	74	83	56	57	58	55	50	18	*	21	27	*
District	37	54	44	27	16	25	32	24	31	17	18	9	48	61	47	65	57	57	54	52	55	25	18	13	6	13	7
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.																											

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading,

language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 2007-2008

At or Above 50th percentile

Reading	55%	(74 Students)
Language	54%	(73 Students)
Spelling	72%	(97 Students)
Math	67%	(91 Students)

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	3			3		
	06	07	08	06	07	08
All Students						
School	45	43	55	68	71	67
District	45	45	51	62	64	66
State	37	38	38	55	56	56
Males						
School	42	37	58	73	72	77
Females						
School	48	48	52	63	71	59
Socioeconomically Disadvantaged						
School	34	27	45	53	64	58
African American						
School	17	33	20	33	35	40
Asian						
School	50	*	57	93	*	71
Hispanic or Latino						
School	46	61	29	54	83	57
Caucasian						
School	51	44	63	70	75	73
English Learners						
School	35	17	33	68	71	59
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.						

Class Size

Average class sizes vary by grade level and subject area taught. The data below indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Grade Level	Avg. Class Size	Number of Classrooms
K	19.7	6
1	19.3	6
2	19.9	7
3	18.4	7
4	32.5	4
5	32.3	4
SDC 4/5	10.5	1

Class Size Distribution											
	Average			Classrooms Containing:							
	Class Size			1-20 Students			21-32 Students			33+ Students	
	06	07	08	06	07	08	06	07	08	06	07
K	20	20	19	6	4	6	1	2	-	-	-
1	20	20	20	9	8	7	-	-	-	-	-
2	19	18	20	8	8	8	-	-	-	-	-
3	20	19	18	6	7	7	-	-	-	-	-
4	31	30	32	-	-	-	4	4	4	-	-

5	31	32	31	-	-	-	4	4	4	-	-	-
4-8	27	-	-	-	-	-	1	-	-	-	-	-

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Oak Hill Elementary at (916) 338-6460.

Counseling & Support Staff

It is the goal of Oak Hill Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. There is one Tutor/Mentor from Americorp who visits with students one to two days per week.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Aides for Learning Handicapped	1	1
Computer Technician	1	.5
District Nurse	1	As Needed
English Language Development (ELD) Aide	1	.5
English Language Learner Teacher	1	1
Health Clerk	1	As Needed
Healthy Start Representative	1	As Needed
Intervention Teachers	9	As Needed
Library Technician	2	1.5
Occupational Therapist	1	As Needed
Psychologist	1	.5
Resource Specialist Aide	1	1
Resource Specialist Program (RSP) Teacher	1	1
SDC Instructional Aide	1	1
TSDC Teacher	1	1
Speech and Language Specialist	1	.5

Curriculum Development

The staff provides a comprehensive core curriculum in all subject areas as defined by the school plan and as directed by Center Joint Unified School District standards, state, and national standards. Ongoing professional development ensures that a strong academic focus, based on clear expectations and goals for learning is maintained. Training is given to support consistent effective instructional strategies and behavior management techniques. Students with special needs receive services through an integrated approach and the use of differentiated instruction. Regular meetings and communication among the special education teachers, GATE (Gifted and Talented Education) instructors, classroom teachers, and parents foster equitable access for all students to the core curriculum.

The School Leadership Team meets weekly to address challenges pertaining to school goals and daily operation. Grade level meetings are held at least monthly to coordinate curriculum and check the progress of academic goals. Additional grade level and cross grade level collaboration time is scheduled throughout the year to further coordinate efforts for the benefit of each child.

Data Sources

Data within the SARC was provided by Center Joint Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Discipline & Climate for Learning

Oak Hill was selected as a California Distinguished School in the spring of 2000. This prestigious honor was a validation of Oak Hill's quality programs, community involvement, safety, academic achievement, and high standards. Oak Hill holds a high standard for all students. We believe that a concentrated emphasis on school-

wide and classroom procedures help students build responsibility and stay focused on academic development. Students find consistent procedures in all areas of campus including the library, computer lab, cafeteria, playground, office, lunchroom, and elsewhere on campus.

Oak Hill Elementary encourages students to use peer mediation to resolve conflicts. All students in grades 4-5 are trained during the year in how to participate in peer mediation. The student mediators are referred to as "Green Berets" reflecting the school colors. Each class of 4th graders has two representatives, and each class of 5th graders has four representatives who rotate duties that include recess and lunch. The first time a student receives a behavior referral for a suspendable offense, that student is given the opportunity to use conflict mediation to resolve the dispute as an alternative to suspension. Interventions are thus used prior to suspension, although repeat offenders are suspended. Student safety is a priority concern for Oak Hill. An administrator or a teacher walks through every classroom at least bi-weekly. The observer leaves written feedback based on researched teacher "best practices".

Monthly a recognition assembly (Otter Day) is held in which students are recognized for demonstrating positive character traits such as responsibility, caring, and respect. Other students are recognized for following the school rules during recess and lunch. Each month more than one fourth of all students are recognized by name at this assembly. The principal also draws one staff member's name for whom he works a day during the next month.

From the onset, Oak Hill set a goal to be a state of the art technology school. Indeed, the school was built from the ground up wired with a fiber optic network. Each classroom has a PC mini-lab and is connected to the internet. Students regularly visit one of the school's two computer labs where they learn internet research techniques, use Microsoft Office applications, and participate in computer assisted instruction. A student-use mini-lab is also available in the library.

Oak Hill uses the Open Court Reading program and Harcourt Math. Consistent blocks of time are set aside each day for instruction in these academic areas. Workshop time provides the opportunity for teachers to assist individual students. Students are involved in the Accelerated Reader program by reading books and taking comprehension quizzes to earn points towards their own personal goal each month. All English Learners participate in the Avenues program for 1/2 hour each day, while the rest of the students are grouped to work on needed Language Arts skills during that time period. An after school intervention program helps struggling students achieve grade level standards.

The School Site Council monitors the School Improvement Plan budget and has allocated funds to support Oak Hill's goals in technology, school safety, and curriculum. The PTA provides additional financial resources and help fund assemblies, Author Days, additional classroom supplies and materials, field trips, and school-wide improvements.

Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law and when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Offerings include band, choir, drama, spirit squad, year book club, GATE club, student council, and a student-run in-house letter delivery service.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	117	52	40	1280	958	1058
Suspension Rate	14.2%	6.7%	5.3%	21.2%	16.4%	18.6%
Expulsions	0	0	0	22	14	6
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.2%	0.1%

District Expenditures

Center Joint Unified spent an average of \$7,374.56 to educate each student (based on 2006/07 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,785

From Restricted Sources	\$616
From Unrestricted Sources	\$4,169
District	
From Unrestricted Sources	\$5,361
Percentage of Variation between School & District	22.23%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	21.34%

District Revenue Sources

In addition to general state funding, Oak Hill Elementary receives state and federal funding for the following categorical funds and other support programs:

EIA-LEP \$50,643

SLIP \$72,200

GATE \$4,500

Oak Hill Elementary also receives services through the district using Title II funding for improving teacher quality.

Enrollment By Grade

Kindergarten	118
Grade 1	116
Grade 2	139
Grade 3	129
Grade 4	130
Grade 5	129

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	140	122	118
1st	140	138	116
2nd	137	129	139
3rd	120	132	129
4th	143	123	130
5th	145	134	129

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Oak Hill Elementary does not participate in Title I and is not designated as a PI school.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. One hundred percent of teachers at Oak Hill meet the requirements as "Highly Qualified".

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	96.5%	3.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.3%	4.7%

Instructional Materials

Center Joint Unified held a Public Hearing on September 17, 2008, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	ELD	Avenues	2006	Yes	0.0%
K-5	English/Language Arts	Open Court	2002	Yes	0.0%
K-5	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
K-5	Mathematics	Harcourt	2007	Yes	0.0%
K-5	Science	Harcourt	2007	Yes	0.0%

Parent Involvement

Oak Hill Elementary has an active Parent/Teacher Association, which holds fundraisers to raise funds for student activities such as field trips. Our PTA also holds a family movie night where the families of the community are invited to watch a free movie in the cafeteria.

Parents are an integral part of our School Site Council. Meetings are held on the second Wednesday of each month to plan use of the available SLIP funds and oversee the writing of the Single Plan for Student Achievement.

Parents are encouraged to assist teachers in their classrooms and on field trips. In 2007-2008 several thousand hours were logged by our parent volunteers.

We have a school ELAC (English Language Advisory Committee) and a district DELAC (District English Language Advisory Committee) for our non-English speaking parents.

Students and their families have access to our school library

We have on-site translators to bridge the language barrier gap between our non-English speaking parents and the school.

The Oak Hill community annually volunteers well over 10,000 hours of service to the school.

Physical Fitness

In the spring of each year, Oak Hill Elementary is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone	
2007-08 Test Results	
School	5th Grade
School Overall	59.5%
School (Boys)	58.9%
School (Girls)	60.0%

District	
District Overall	38.7%
District (Boys)	29.5%
District (Girls)	47.4%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	

Safe School Plan

Oak Hill has developed a Comprehensive School Safety Plan. This plan is reviewed and updated annually by the School Site Council, and reviewed annually by the staff. This plan outlines school policy and procedures in several topics associated with school safety and climate including prevention, disaster procedures, school discipline, policies relating to suspension and expulsion, child abuse reporting procedures, current school crime data, dress code, notification of teachers regarding new students' behavioral and educational backgrounds, and goals to maintain a positive school climate.

School Facilities

Oak Hill opened in 1994 with a facility adequate to the demands of the next millennium. PTA donations have enhanced the existing facility. Maintenance and repair occurs in a timely manner upon request. All classrooms, restrooms, and other school offices are cleaned and sanitized at a minimum of once each school day.

School Facility Conditions				
Date of Last Inspection: 12/22/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

School Profile

Oak Hill Elementary strives to be a community of lifelong learners where:
With the support of parents, community, staff, and peers we will provide a safe, friendly, caring environment where each person will flourish, take risks, be secure and grow in knowledge, confidence, love and respect.

We believe:

- That all people can learn and grow.
- That all people learn and teach best in a positive, supportive and trusting environment.
- That all people have potential and unique talents and styles to contribute.

In this environment, we envision that we, and our students will:

- Be responsible, empowered, self-motivated, productive learners, thinkers and decision-makers.
- Value and respect ourselves and others.
- Cooperate and communicate as members of a team and assume appropriate leadership roles.
- Cultivate a balance of academic, social, physical and emotional growth.

- Play an active role in the technological world.
- Demonstrate global awareness.

We are a community who believes that education is the key to success in preparing for the future.

This vision statement is an integral component of Oak Hill's philosophy reflecting a staff that is professionally skilled and committed to meeting the learning needs of Otter Pups (students) through the collaborative process, a student body which is motivated to become life-long learners, and parents/community who support and encourage the educational process.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	12.5%
American Indian	1.8%
Asian	7.4%
Caucasian	55.8%
Filipino	4.9%
Hispanic or Latino	14.1%
Pacific Islander	0.7%
Multiple or No Response	2.9%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$62,242
District	\$60,261
Percentage of Variation	3.28%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	0.13%

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then they share their experiences and knowledge with district colleagues. The district dedicates 3 days to staff development annually. "Early out" days throughout the school year provide additional opportunities for professional development. Topics for staff development during the 2007-08 school year included: student discipline, behavior support plans, effective teaching strategies, and technology.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$35,512	\$39,692
Mid-Range Teachers	\$58,514	\$62,830
Highest Teachers	\$74,794	\$80,472
Elementary School Principals	\$83,742	\$98,460
Middle School Principals	\$87,339	\$104,522
High School Principals	\$100,734	\$114,549
Superintendent	\$157,739	\$166,547
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.3%	40.2%

Administrative Salaries	5.3%	5.8%
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Teacher Assignment

Center Joint Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Oak Hill Elementary had 38 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	41	40	38	266
Without Full Credentials	0	0	0	11
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Would you like to finalize this SARC?

SPINELLI**Academic Performance Index**

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

	API School Results			2008 API Growth Score
	05-06	06-07	07-08	
Statewide Rank	6	6	5	
Similar Schools Rank	8	8	3	
All Students				
Actual Growth	17	-15	41	796
Socioeconomically Disadvantaged				
Actual Growth	2	-36	62	781
Hispanic or Latino				
Actual Growth	-	-	-	-
Caucasian				
Actual Growth	15	-10	42	809
Students with Disabilities				
Actual Growth	-	-	-	-
English Learners				
Actual Growth	-11	-17	-	-

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Antelope and Roseville, which contain numerous computer workstations.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements: • Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics. • Percent proficient on the state's standards-based assessments in ELA and Mathematics. • API as an additional indicator. • Graduation rate (for secondary schools). There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

	Adequate Yearly Progress (AYP)			
	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts		English - Language Arts	
Participation Rate	Yes		Yes	
Percent Proficient	Yes		No	
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social

Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
Language Arts												Math										Science					
2			3			4			5			2			3			4			5			5			
06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	
All Students																											
School	48	67	65	38	28	48	59	50	56	36	45	33	65	77	68	66	56	73	65	56	64	31	24	30	24	33	31
District	55	58	54	50	47	46	56	56	63	50	48	46	61	62	59	70	69	70	67	65	70	49	41	40	29	33	42
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	33	67	69	31	23	41	62	43	55	33	50	24	55	83	69	56	44	76	64	54	59	25	32	30	21	42	31
District	52	59	54	46	43	42	53	46	59	45	46	40	61	65	64	72	68	74	66	62	68	44	45	38	24	37	44
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	63	69	61	52	32	55	55	61	56	38	38	46	74	72	68	83	68	71	67	61	69	38	15	29	28	24	30
District	58	56	54	56	50	48	59	66	67	56	50	52	60	61	56	69	71	66	69	67	73	54	37	44	33	28	41
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Socioeconomically Disadvantaged																											
School	45	55	60	21	20	44	58	42	48	33	40	31	63	69	65	59	44	72	66	55	63	29	20	28	18	27	27
District	44	48	45	37	32	36	51	46	51	42	39	31	53	52	53	64	58	63	61	58	64	41	31	28	17	26	28
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
African American																											
School	46	*	*	*	27	*	67	*	*	40	43	25	62	*	*	*	55	*	58	*	*	33	14	25	20	14	20
District	51	35	52	38	37	34	44	57	66	35	41	33	46	36	63	54	51	53	56	63	56	34	22	27	16	20	29
State	38	39	39	27	27	28	37	39	43	30	32	35	44	44	44	41	42	46	38	41	46	31	32	36	18	22	33
Hispanic or Latino																											
School	*	83	58	*	*	*	40	*	55	27	42	*	*	75	75	*	*	*	47	*	73	9	8	*	18	33	*
District	49	68	48	51	38	24	43	53	55	47	50	33	54	59	50	65	66	61	63	64	65	40	40	33	30	31	33
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32
Caucasian																											
School	50	66	70	41	25	55	59	58	47	34	47	39	61	81	67	62	56	74	75	48	56	30	31	29	28	42	36
District	55	60	55	55	51	51	60	61	62	55	48	53	62	69	60	73	70	74	70	64	72	53	46	45	33	39	50
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	73	72	74	68	70	74	64	63	65	52	58	68	
Students with Disabilities																											
School	14	*	*	*	0	*	33	*	0	27	0	*	14	*	*	0	*	33	*	8	13	0	*	13	0	*	
District	13	18	15	24	10	11	13	22	8	13	9	10	18	25	22	36	16	17	18	23	22	11	15	8	9	14	11
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26
English Learners																											
School	45	62	56	0	0	9	29	12	29	0	*	*	60	77	50	43	35	73	57	41	57	15	*	*	0	*	*
District	37	54	44	27	16	25	32	24	31	17	18	9	48	61	47	65	57	57	54	52	55	25	18	13	6	13	7
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.																											

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

CAT-6

The California Standards Test is a standardized test, which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 Norm Referenced Test	
% At or Above 50th Percentile	
Reading	Math
3	3

	06	07	08	06	07	08
		All Students				
School	40	28	50	58	46	69
District	45	45	51	62	64	66
State	37	38	38	55	56	56
		Males				
School	33	21	45	46	47	68
		Females				
School	52	35	55	78	44	71
		Socioeconomically Disadvantaged				
School	23	16	41	51	37	64
		African American				
School	*	9	*	*	45	*
		Caucasian				
School	43	38	58	65	49	70
		Students with Disabilities				
School	*	0	*	*	0	*
		English Learners				
School	0	6	27	36	35	55

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from: a Title 1 Teacher, 2 Instructional Specialists, a Resource Teacher, and 2 Speech/Language Specialists. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
K	21	20	21	1	2	1	1	1	1	-	-	-
1	19	18	21	3	3	1	-	-	2	-	-	-
2	16	20	16	4	1	3	-	2	-	-	-	-
3	19	18	18	3	3	3	-	-	-	-	-	-
4	32	26	26	-	-	-	2	2	2	-	-	-
5	32	23	25	-	-	-	2	3	2	-	-	-
K-3	15	-	-	1	-	-	-	-	-	-	-	-
4-8	19	-	-	1	-	-	-	-	-	-	-	-

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Cyril Spinelli Elementary at (916) 338-6490.

Counseling & Support Staff

It is the goal of Cyril Spinelli Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Cyril Spinelli Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Aide for the Severe/Profound Handicapped	1	.375
Autism Specialist	9	.8
Bilingual Aide	1	.8
Computer Technician	1	.3
English Language Development (ELD) Teacher	1	1.0
Library Technician	1	.725
Noon Duty Aides	4	.25
Primary Intervention Program (PIP) Staff	1	.33
Resource Specialist Aide	1	.8
Resource Specialist Program (RSP) Teacher	1	.25
School Psychologist	1	.6
SDC Aide	2	.8
Special Day Class (SDC) Teacher	2	1.0
Speech Therapist	2	1.2
Title I Aides	2	.8

Title I Teacher

1

1.0

Curriculum Development

Spinelli Elementary is a learning place, unique in its 'family like' atmosphere. The day begins with a breakfast program for our students wanting/needing a meal to start their day. Our instructional program focuses on the areas of math and reading, through the Open Court Reading Series and Harcourt Math Program in grades K through 5. Both of these programs are standards based, and spiral through the grade levels. Students are assessed every 15 days to determine their academic progress, and instruction is driven by those results. Students build/strengthen their reading skills through the Accelerated Reader Program in grades K through 5. Student report cards are standards based, with a number system illustrating progress toward the standards. Report cards are given to parents three times a year. Every child in grades K through 5 spends time daily on an individualized computer program in the core subjects. Within the school day, we have a Title I teacher and two instructional specialists who work with students approaching the grade level standards yet needing additional support for success. For students not reaching the grade level standards, we have a before school intervention program designed to meet their needs. These individual needs are determined via our FAST (Family And School Team) Plans, where the families, teachers and support staff come together to create an individual plan for the student's success. Our GATE Program consists of differentiated curriculum for our GATE students within the school day, and an after school enrichment program to challenge them academically. Our English Language Development Program is designed to immerse students in language rich activities through the Avenues curriculum. We have several special education programs to include, severe delay of language classes for students in grades 1-5, and an Autism program serving children from pre-school to grade 5. We also provide a resource program for students with learning disabilities. At Spinelli we make every attempt to meet the needs of all our students.

Data Sources

Data within the SARC was provided by Center Joint Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Discipline & Climate for Learning

At Spinelli, emphasis is placed on positive recognition of good student behavior. Multiple incentives including Student of the Month and Tiger Tickets reward students for appropriate behaviors. However, if a student chooses to disobey the rules, they could receive a detention, a behavior referral or suspension depending on the offense, severity of the offense, or the frequency with which the behavior has occurred. Every situation is dealt with on an individual basis. The Suspension and Expulsion table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	73	53	26	1280	958	1058
Suspension Rate	16.7%	13.6%	7.4%	21.2%	16.4%	18.6%
Expulsions	0	0	0	22	14	6
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.2%	0.1%

District Expenditures

Center Joint Unified spent an average of \$7,374.56 to educate each student (based on 2006/07 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$8,243
From Restricted Sources	\$3,258
From Unrestricted Sources	\$4,985
District	
From Unrestricted Sources	\$5,361
Percentage of Variation between School & District	7.01%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	5.94%

District Revenue Sources

In addition to general state funding, Cyril Spinelli Elementary receives state and federal funding for the following categorical funds and other support programs: Title 1 and (SLIP) School Library Improvements Program.

Dropout & Graduation Rates

Cyril Spinelli Elementary believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: FAST (Family and School Team) Plans for at risk students, a before school intervention program, and a pull-out/push-in Title 1 program offering additional support in the classroom, SST's (Student Study Teams), and our Healthy Start program to address students' needs beyond the classroom.

Graduation & Dropout Rates			
	04-05	05-06	06-07
Graduation Rate			

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	63	64	45
1st	71	61	72
2nd	73	68	56
3rd	60	64	60
4th	81	59	62
5th	89	75	57

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
Program Improvement (PI) Status	School Not in PI	District Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	95.2%	4.8%
District	96.5%	3.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.3%	4.7%

Instructional Materials

Center Joint Unified held a Public Hearing on September 17, 2008, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	ELD	Avenues	2006	Yes	0.0%
K-5	English/Language Arts	Open Court	2002	Yes	0.0%
K-5	History/Social Science	Houghton Mifflin	2006	Yes	0.0%
K-5	Mathematics	Harcourt	2007	Yes	0.0%
4th-5th	Science	Harcourt	2000	Yes	0.0%
K-3	Science	MacMillan	1982	Yes	0.0%

Parent Involvement

Spinelli Elementary is proud to introduce our Parent/Teacher/Student Association. Our organization provides several night events throughout the school year for our families to come together as a community, and build the relationship between school and home life. Their fundraising efforts have enriched our classrooms, giving our students the extra support they need to be successful.

We have a Site Council consisting of parents, teachers, support staff and the administration. Every other month we meet as a group, to ensure the dollars spent at Spinelli Elementary address the needs of our student population. We view our Site Council members as our voice to the community. They disseminate the information discussed at our meetings to the community to keep everyone informed and up to date. The collective efforts of our parents and staff members result in an environment of academic success for all students.

Our English Learners make up about one fourth of our student population. At Spinelli Elementary we have an English Learner Advisory Committee, (ELAC). The committee meets a couple times a year to bridge the gap between our non-English speaking parents and the school. At our meetings we share information about the school, and address the concerns of our non-English speaking parents through our district translators.

Physical Fitness

In the spring of each year, Cyril Spinelli Elementary is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone 2007-08 Test Results	
School	5th Grade
School Overall	19.6%
School (Boys)	9.4%

School (Girls)		33.3%
District		
District Overall		38.7%
District (Boys)		29.5%
District (Girls)		47.4%
State		
State Overall		28.5%
State (Boys)		25.5%
State (Girls)		31.6%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Safe School Plan

Spinelli Elementary has adopted a Safe School Plan designed to address emergency situations that may occur during the school day. The plan is reviewed on a yearly basis to ensure we are up to date on the latest information regarding school safety. Teachers are in-serviced on our safety plan at the beginning of each school year. The key elements included in our plan are procedures for the following emergencies:

- An assailant on campus
- A campus fire – internal or external
- The attempted kidnapping or actual kidnapping of a student
- Any case of: neglect, abuse, molestation, rape
- A bomb threat to the campus
- Flood, earthquake, or tornado
- Domestic or civil disturbances on campus
- Toxic hazard – internal or external on campus
- Abandonment of a student
- The death or suicide of a student, staff member, or significant person involved with the school
- A district vehicle emergency- where students are involved in an accident while being transported by a school vehicle

We have monthly drills for fire safety, and 3 times a year we drill for assailant on campus, bomb threat, earthquake, and duck and cover. The entire school participates in all drills at Spinelli Elementary to ensure safety for all.

School Facilities

Spinelli Elementary offers a safe school environment, where all students can be successful. We adhere to the District Emergency Preparedness Guidelines. We maintain a current Safe School Plan, developed by the staff, to ensure the safety of everyone at Spinelli. Monthly drills are conducted, and procedures are reviewed by the classroom teachers. All classrooms are equipped with telephones and two-way radios. All yard duty personnel wear identifying vests and carry two way radios. The District employs a Safe School Sheriff to ensure the safe operation of our schools.

School Facility Conditions			
Date of Last Inspection: 12/22/2008			
Overall Summary of School Facility Conditions: Good			
Items Inspected	Facility Component System Status		
	Good	Fair	Poor
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates/Fences (Interior and Exterior)	X		
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X		
Hazardous Materials (Interior and Exterior)	X		
Structural Damage			X
Fire Safety	X		
Electrical (Interior and Exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (Inside and Outside)	X		
Restrooms	X		
Sewer	X		
Roofs (observed from the ground, inside/outside the building)	X		
Playground/School Grounds	X		
Overall Cleanliness	X		

Campuswide - Siding under repair.

School Profile

Spinelli Elementary is one of four elementary schools in Center Unified School District. We are located in Antelope, a dynamic community of economic and social diversity. Spinelli Elementary opened in 1965 and continues to serve students from pre-school through fifth grade with a current enrollment of about 350 students.

It is our goal at Spinelli Elementary School to provide all students with an educational environment that will create life long learners. We will develop habits of the mind that will lead students to be flexible thinkers, problem solvers, and team players in order to become productive, contributing members of the global community.

To create an environment that promotes powerful learning, we will provide standards based curriculum that is meaning-centered, addressing the various learning modalities to meet the needs of all learners, and enable them to be creative problem solvers. We will also guide our students to develop an appreciation of and a respect for cultural diversity.

Students who attend Spinelli Elementary will become proficient in reading and math through the standards based Open Court reading program, and the Harcourt Math program. They will also have daily access to computers; practicing basic math/reading skills via an individualized program.

Following the ancient adage, "It takes a village to educate a child . . ." we believe the parents and community play an integral part in the success of our students. Therefore, we encourage the participation of parents, community members, and business partners.

To our students and their families we pledge to provide an enriching education to include:

- A daily intervention program operating before school
- An academic student support network throughout the school day
- Staff development to ensure the most qualified teachers
- A standards based reading and math program with frequent assessment of student performance guiding the instruction
- Daily access to an individualized computer program in the core subjects of math and reading
- A Healthy Start Program for students and their families
- Communication with families
- A safe and orderly environment for all students and staff
- A nurturing, caring educational environment

Student Enrollment by Ethnic Group 2007-08	
	Percentage
African American	11.1%
American Indian	0.0%
Asian	8.2%
Caucasian	49.7%
Filipino	1.7%
Hispanic or Latino	18.8%
Pacific Islander	1.1%
Multiple or No Response	9.4%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements).

Average Teacher Salaries School & District	
School	\$64,374
District	\$60,261
Percentage of Variation	6.82%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	3.56%

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then they share their experiences and knowledge with district colleagues. Staff development takes place at the school site as well as the District level. Topics for staff development during the 2007-08 school year were selected by teachers and included: student discipline, effective teaching strategies, and technology.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$35,512	\$39,692
Mid-Range Teachers	\$58,514	\$62,830
Highest Teachers	\$74,794	\$80,472
Elementary School Principals	\$83,742	\$98,460
Middle School Principals	\$87,339	\$104,522
High School Principals	\$100,734	\$114,549
Superintendent	\$157,739	\$166,547
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.3%	40.2%
Administrative Salaries	5.3%	5.8%

Teacher Assignment

Center Joint Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Cyril Spinelli Elementary had 25 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	26	25	22	266
Without Full Credentials	0	0	0	11
Working Outside Subject	0	0	0	0

Misassignments/Vacancies				
	05-06	06-07	07-08	
Misassignments of Teachers of English Learners	0	0	0	
Misassignments of Teachers (other)	0	0	0	
Total Misassignments of Teachers	0	0	0	
Vacant Teacher Positions	0	0	0	

Would you like to finalize this SARC?

CENTER HIGH SCHOOL**Academic Performance Index**

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

	API School Results			2008 API Growth Score
	05-06	06-07	07-08	
Statewide Rank	8	8	8	
Similar Schools Rank	10	9	9	
All Students				
Actual Growth	7	-12	12	759
Socioeconomically Disadvantaged				
Actual Growth	-3	-6	1	706
African American				
Actual Growth	5	-23	34	712
Hispanic or Latino				
Actual Growth	1	-28	22	706
Caucasian				
Actual Growth	8	-8	15	786
Students with Disabilities				
Actual Growth	37	-11	34	530

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Antelope and Roseville, which contain numerous computer workstations.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements: • Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics. • Percent proficient on the state's standards-based assessments in ELA and Mathematics. • API as an additional indicator. • Graduation rate (for secondary schools). There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

	Adequate Yearly Progress (AYP)			
	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts		Mathematics	
Participation Rate	Yes		Yes	
Percent Proficient	Yes		No	
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Advanced Placement Classes

Center High School encourages students to continue their education past high school. Center High School offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2006-07 school year, 77 students participated in taking 149 exams; 83 of those exams were scored at a "3" or higher.

Advanced Placement Classes		
	# of Courses	Enrollment
English	1	25
Mathematics	2	45
Social Science	2	52
Totals	5	122
Percent of Students in AP Courses		1.4%

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/ Language Arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	64.5	61.0	51.1	62.6	57.3	48.6	68.4	62.2	52.9
Mathematics	68.3	60.3	46.8	71.4	63.7	49.9	71.5	65.4	51.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	31.6	52.9	15.4	28.5	45.7	25.8
Male	30.3	56.6	13.1	23.9	46.3	29.9
Female	33.1	48.9	18.0	33.5	45.1	21.4
African American	28.6	59.2	12.2	46.2	34.6	19.2
Asian	20.0	52.0	28.0	12.0	20.0	68.0
Filipino	30.4	60.9	8.7	26.1	52.2	21.7
Hispanic or Latino	44.4	46.3	9.3	38.2	47.3	14.5
White	28.9	52.8	18.3	20.7	53.0	26.3
English Learners	65.1	23.3	11.6	47.7	34.1	18.2
Socioeconomically Disadvantaged	42.1	45.6	12.3	33.3	48.7	17.9
Students with Disabilities	71.8	28.2	0	65.2	28.3	6.5

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts									Social Science					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students															
School	53	58	55	47	46	48	49	42	45	35	31	40	51	46	45
District	45	51	54	43	41	43	46	39	39	31	28	35	47	43	39
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
Males															
School	50	54	53	36	44	47	49	35	42	36	37	50	57	44	51
District	40	47	51	33	37	39	46	31	36	32	34	43	52	39	43
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40

Females															
School	57	60	57	56	48	51	49	48	47	34	24	29	47	47	39
District	51	58	56	51	43	47	47	47	42	29	20	26	42	47	33
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
Socioeconomically Disadvantaged															
School	39	44	43	35	28	36	32	34	31	25	21	25	36	39	33
District	33	42	42	31	27	32	29	36	29	19	20	23	27	40	29
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
African American															
School	36	47	47	35	24	49	47	34	28	19	18	33	42	35	27
District	32	36	43	34	24	36	46	34	23	18	16	23	42	34	19
State	28	33	34	22	23	26	21	22	22	15	15	19	19	19	21
Asian															
School	67	63	65	45	51	59	47	27	45	36	42	59	40	25	49
District	57	60	65	45	46	56	46	27	41	30	38	56	40	30	45
State	65	71	73	58	58	64	55	57	58	53	51	55	54	54	58
Filipino															
School	80	65	56	55	63	52	50	52	59	55	37	52	55	57	53
District	73	69	56	50	55	50	50	50	52	50	35	50	50	55	43
State	62	65	67	51	51	55	46	49	49	39	38	42	45	43	47
Hispanic or Latino															
School	35	40	43	39	32	40	60	29	26	23	19	30	50	44	29
District	27	35	45	35	24	31	53	28	24	20	15	26	43	37	22
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
Caucasian															
School	58	64	62	52	52	52	50	46	53	41	33	44	55	48	53
District	50	58	59	46	46	48	45	44	46	36	31	38	48	46	47
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51
Students with Disabilities															
School	12	13	5	2	14	13	3	6	11	7	11	16	9	14	8
District	11	13	5	4	13	11	3	6	11	6	11	14	10	13	8
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10
English Learners															
School	*	0	0	8	0	7	0	*	0	8	8	23	6	*	0
District	4	0	0	8	0	7	4	0	0	8	8	23	7	0	0
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Career Technical Education Participation

Career education and preparation play a significant role in Center High School's educational program. Our COIN Program has been developed to assist students in addressing personal career goals.

Students develop a four-year high school plan that leads to college/university work, technical and/or business college, vocational training, or matriculation directly to the world of work. Additionally, students may select career preparation opportunities through the Regional Occupational Program and/or the Work Experience Program, or Workability. Our focus is to provide students with integrated work force preparation and training that includes the acquisition of knowledge, skills, and behaviors necessary for college entrance, advanced job training, professional or managerial job training, and/or entry level job placement.

A key component in our effort is to involve the business community in the development of ongoing partnerships that foster curriculum development, job shadowing opportunities, and student internship experiences.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Vocational programs have access to Carl Perkin's funding to enhance existing programs.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	275

What percent of the school's pupils complete a CTE program and earn a high school diploma?	100.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from Instructional Specialists in Special Education and English Learner classes. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
English	25	27	26	28	22	21	22	24	28	13	13	10
Mathematics	27	28	27	16	15	10	21	16	25	12	18	15
Science	32	32	31	2	1	1	12	15	17	21	19	20
Social Science	29	30	29	6	9	6	25	11	22	12	22	15

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "a-g requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English/Language Arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "*" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
African American	83.0%	*	*
American Indian	100.0%	*	*
Asian	77.0%	*	*
Filipino	88.2%	*	*
Hispanic or Latino	67.5%	*	*
Pacific Islander	100.0%	*	*
Caucasian	82.0%	*	*
Multiple or No Response	80.0%	*	*

* Data was not available at the time of publication.

Contact Information

Parents and community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer are welcomed and encouraged. Contact Center High School at (916) 388-

6420, or visit the school's webpage at www.centerusd.k12.ca.us/chs.

Counseling & Support Staff

It is the goal of Center High School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counseling department consists of three full time counselors and one half-time counselor. The current student to counselor is approximately 440:1

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	3	3.00
Librarian/library media teacher	1	1.00

Curriculum Development

The curriculum and instructional program at Center High School is guided by Board-adopted, standards based courses of study, which are developed by teachers and administrators who work in departmental teams in the various subject areas. Curriculum and instruction centers around specific goals and objectives related to student performance and student acquisition of relevant knowledge and skills. With District support, the administrative team and Department Chairs ensure that teachers receive up-to-date training on teaching methodologies and appropriate technologies needed to implement Expected Student Learning Results. Common-course finals have been implemented in all core curricular areas.

Data Sources

Data within the SARC was provided by Center Joint Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

In addition, the Center High School WASC Report, published in September, 2007, was used as a reference source.

Discipline & Climate for Learning

As a means of fostering connectedness and with the goal of personalizing each student's experience at Center High School, all students and teachers participate in Advocacy. This twenty minute period is designed around, but not limited to, the following themes: Academic Planning/Development, Career Path Planning/Development and Skills for Success. Advocacy teachers mentor his/her students during their entire high school years. The Advocacy teachers work with each student to help him/her be better prepared to achieve the goals they have developed for themselves. Advocacy will also be used to enhance learning and offer added opportunities for students to seek tutorial support, make-up work or missed tests, and provide enrichment activities.

Discipline procedures focus on providing a safe learning environment for students and staff. School discipline begins on the school bus and ends when the students returns home. Teachers provide classroom management information to communicate school rules, promote positive conduct, and reduce negative conduct. Administration, school monitors and safe school officer are visible during passing periods, lunch time and before and after school to ensure school safety. Additional internal security procedures include: school-wide intercom system, 2-way radios, and security cameras.

The campus has the assistance of the Sacramento County Sheriff's department through two contracts. One being the Safe School's program which supports the entire district in addition to the School Resource Officer program at the high school.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	313	171	127	1280	958	1058
Suspension Rate	19.2%	10.4%	7.8%	21.2%	16.4%	18.6%
Expulsions	2	6	6	22	14	6
Expulsion Rate	0.1%	0.4%	0.4%	0.4%	0.2%	0.1%

District Expenditures

Center Joint Unified spent an average of \$7,374.56 to educate each student (based on 2006/07 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,689
From Restricted Sources	\$787
From Unrestricted Sources	\$3,902
District	
From Unrestricted Sources	\$5,361
Percentage of Variation between School & District	27.21%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	26.38%

District Revenue Sources

In addition to general state funding, Center High receives state and federal funding for the following categorical funds and other support programs: Gifted and Talented Education (GATE), School Improvement Funds, Lottery Funds, Instructional Materials Funds, and Carl Perkins Funds.

Dropout & Graduation Rates

Center High School believes that effective instruction consists of the continuous building of new concepts upon existing ones, and requires regular attendance and participation. Center High School has consistently remained below the state and county dropout rates.

Graduation rates are high. Students are served in regular education, Special Education and Independent Studies programs and are mentored through Advocacy with graduation as the ultimate goal.

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	1.78%	1.35%	1.46%
Graduation Rate	91.60%	90.80%	90.70%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
9th	442	451	461
10th	461	416	425
11th	392	417	372
12th	335	355	379

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the

same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
Program Improvement (PI) Status	School Not in PI	District Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

All teachers at Center High are "Highly Qualified".

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	99.2%	0.8%
District	96.5%	3.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.3%	4.7%

Instructional Materials

Center Joint Unified held a Public Hearing on September 17, 2008, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	ELD Reading	Hampton Brown	N/A	Yes	0.0%
9th-12th	English/Language Arts	Prentice Hall	N/A	Yes	0.0%
9th-12th	History/Social Studies	Houghton Mifflin	2006	Yes	0.0%
9th-12th	Mathematics	CPM Educational	2007	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin	N/A	Yes	0.0%
10th-11th	Mathematics	McDougal Littell	N/A	Yes	0.0%
9th-12th	Science	Houghton Mifflin	2006	Yes	0.0%
9th-12th	Science	Houghton Mifflin	N/A	Yes	0.0%
9th-12th	Science Laboratory Equipment	Holt	N/A	Yes	0.0%
9th-12th	Social Science/History	McDougal Littell	2006	Yes	0.0%
9th-12th	Social Science/History	Prentice Hall	2006	Yes	0.0%

Parent Involvement

Parent Forum

Each month, the Principal holds a Parent Forum Meeting open to all members of the Center High School community, to discuss the vision and goals of Center High School. Dates and location are published in the monthly parent newsletter, Parent Link. A list-serve has been created where direct

communication is made available to any parent or community member requesting information.

Center Cougar Boosters

This dedicated group of parents meets the second Wednesday of each month to support school-wide program improvement. For more information, please contact the Booster Club Voice Mailbox at 338-7563.

Site Council

This collaborative group of parents, teachers, and students meets monthly at to review policy and procedure issues and school improvement. For more information, please contact Kriss Hays, Assistant Principal, at 338-6426.

Automated Dialer

The administration team uses the automated phone messaging system to keep all families informed. Routine messages are sent to share information, important dates, and notifications.

CHS Website

All information is posted and available to the community at: www.centerusd.k12.ca.us/chs

Physical Fitness

All incoming freshmen are enrolled in Physical Education. In the spring of each year, Center High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

The district maintains a two-year Physical Education requirement for graduation but encourages any student to participate in a Physical Education elective throughout their four years of high school.

Percentage of Students in Healthy Fitness Zone	
2007-08 Test Results	
School	9th Grade
School Overall	26.7%
School (Boys)	30.2%
School (Girls)	23.5%
District	
District Overall	26.4%
District (Boys)	29.9%
District (Girls)	23.0%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	

Safe School Plan

Center High School's Safe School Plan was developed in accordance with "Safe Schools: A Planning Guide for Action". Parent, student and staff surveys were administered to help identify areas of greatest need. Goals were constructed based on the results of the survey. The vision of Center High School's Safe School Plan is to provide a safe learning environment where staff and students feel a sense of belonging, where we nurture a culture of conversation, empathy and appreciation of difference, and where everyone is respected and valued as contributing members of a community that supports lifelong learning. The administrative team is committed to providing a safe learning environment for all students, and developing Center High School toward excellence in academic and social behavior. Regular collaborative meetings involving administration and staff provide a positive atmosphere for interaction and growth.

District personnel examine the school's facility and help eliminate obstacles to school safety. Administration, custodial staff, campus monitors, teachers, and other staff help assist in reporting safety concerns to district

facilities manager. In addition, health and fire department inspectors visit annually to contribute to school safety.

School Facilities

Center High School's state-of-the-art stadium is under construction with a completion date of September 2009. Improvements include a synthetic 8 lane track and synthetic soccer / football field, concession stands, expanded spectator seating, an electronic marquee, new lights, sound system, video streaming capability, and scoreboard. The parking lot will be upgraded for ADA accessibility and seal coated. The project will include upgrades to all perimeter athletic fields.

Center High School completed the build out of its 35-acre campus. Every effort was made to design and build a school that facilitates high-quality learning opportunities while providing for the safety of all who teach and learn here. The build out included the following state-of-the-art facilities: science building with computer lab; mathematics building with computer lab; library with computer lab; career center; a five hundred seat theater; music building; computer assisted drafting building; additional classrooms; dance and wrestling room; team locker rooms; Media Communications Academy labs, and production studio.

School Facility Conditions				
Date of Last Inspection: 12/22/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

School Profile

Center High School is the only fully comprehensive high school in the Center Joint Unified School District. Center High School is proud to serve a diverse student population. The mission of Center High School is "To guide and encourage each student to become a productive, thoughtful, and responsible member of our multi-ethnic society, and to become actively involved in developing full potential as a unique human being." Center High School's motto is "The Home of Scholars and Champions".

Center High School's academic year is based on two eighteen week semesters. The school offers six fifty-eight minute class periods per day.

All students at Center High School must complete 220 credits for graduation. The credit requirements include: 40 credits in English, 20 in mathematics, 30 in social science, 20 in science, 20 in physical education, 10 in a foreign language or a visual/performing art, 10 in computer applications, 5 in health, and 60 in elective course work. In addition, 16 hours of documented community service are also required for graduation. Honors courses are offered in the freshman through senior years in English, and sophomore through senior years in social science and mathematics. Advanced Placement courses are offered in English, calculus, physics, biology, government, and statistics.

In addition to college-prep offerings, Center High School's curriculum is enhanced by the following programs:

AVID, ROP, and the Media Communications Academy (MCA). Academic, vocational, social and emotional support is available for all students in the Counseling Center and the College and Career Center.

Center High School is accredited by the Western Association of Schools and Colleges.

While Antelope is a rapidly developing community, it maintains the small town atmosphere of a long-standing community dedicated to the best in education and opportunity.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	11.7%
American Indian	1.3%
Asian	7.6%
Caucasian	55.5%
Filipino	4.1%
Hispanic or Latino	13.1%
Pacific Islander	1.2%
Multiple or No Response	5.5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at Center High School and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$61,138
District	\$60,261
Percentage of Variation	1.45%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	1.64%

Staff Development

The Center Unified School District provides a comprehensive program of professional development for teachers and support staff. Staff participated in a program focusing on K-12 curriculum improvements, resulting in the development of course work that is aligned with Center High School's Expected Student Learning Results, the state standards, and the state frameworks. There is on-going training in the use of technology as a tool to enhance teaching and learning. Professional development training included cultural diversity training, credential courses, and subject/program area conferences. Staff is active in organizations including, but not limited to: California League of High Schools, California Association of Directors of Activities, California Partnership Academies, AVID, Beginning Teacher Support and Assessment, UC Counselors Conference, Business Educators Consortium, and College Preparatory Mathematics (CPM).

At Center High School, staff development is built into the instructional week. Students are released early on Monday's while staff remain to participate in site based professional development activities.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$35,512	\$39,692
Mid-Range Teachers	\$58,514	\$62,830
Highest Teachers	\$74,794	\$80,472
Elementary School Principals	\$83,742	\$98,460
Middle School Principals	\$87,339	\$104,522

High School Principals	\$100,734	\$114,549
Superintendent	\$157,739	\$166,547
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.3%	40.2%
Administrative Salaries	5.3%	5.8%

Teacher Assignment

Center Joint Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Center High School has 75 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teachers that possess multiple endorsements may teach in two different departments and share both entry level and advanced level courses.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	70	64	68	266
Without Full Credentials	4	8	5	11
Working Outside Subject	0	0	0	0

Misassignments/Vacancies				
	05-06	06-07	07-08	
Misassignments of Teachers of English Learners	0	0	0	
Misassignments of Teachers (other)	0	0	0	
Total Misassignments of Teachers	0	0	0	
Vacant Teacher Positions	0	0	0	

UC/CSU Course Completion

Students at Center High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	57.4%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-
* Duplicated Count (one student can be enrolled in several courses).	

Would you like to finalize this SARC?

MC CLELLAN HIGH SCHOOL**Academic Performance Index**

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	B	B	B	
Similar Schools Rank	B	B	B	
All Students				
Actual Growth	-98	60	97	610

B - This is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Antelope and Roseville, which contain numerous computer workstations.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements: • Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics. • Percent proficient on the state's standards-based assessments in ELA and Mathematics. • API as an additional indicator. • Graduation rate (for secondary schools). There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
	Yes		No	
Made AYP Overall				
Met AYP Criteria				
Participation Rate	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes	Yes	No	No
Graduation Rate	Yes		Yes	

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing

period.

CAHSEE By Subject										
	School	2005-06			2006-07			2007-08		
		District	State	School	District	State	School	District	State	
English	*	61.0	51.1	12.0	57.3	48.6	20.0	62.2	52.9	
Mathematics	*	60.3	46.8	24.1	63.7	49.9	36.0	65.4	51.3	

CAHSEE By Student Group							
	English			Mathematics			
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced	
All Students	80.0	16.0	4.0	64.0	36.0	0	
Male	81.0	14.3	4.8	70.0	30.0	0	
White	91.7	8.3	0	58.3	41.7	0	
Socioeconomically Disadvantaged	75.0	25.0	0	69.2	30.8	0	

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts									Social Science					
	9			10			11			10			11		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students															
School	3	16		6	8	6	0	8	11	10	0	4	0	7	9
District	45	51	54	43	41	43	46	39	39	31	28	35	47	43	39
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
Males															
School	2	14		13	10	0	*	4	10	20	0	5	*	4	7
District	40	47	51	33	37	39	46	31	36	32	34	43	52	39	43
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
Females															
School	6	*		0	*	*	*	14	14	0	*	*	*	14	14
District	51	58	56	51	43	47	47	47	42	29	20	26	42	47	33
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
Socioeconomically Disadvantaged															
School	0	21		*	7	6	*	20	8	*	*	*	*	20	8
District	33	42	42	31	27	32	29	36	29	19	20	23	27	40	29
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
African American															
School	*	*		*	*	9	*	*	*	*	*	*		*	*
District	32	36	43	34	24	36	46	34	23	18	16	23	42	34	19
State	28	33	34	22	23	26	21	22	22	15	15	19	19	19	21
Hispanic or Latino															
School	0	*		*	*	*	*	8	*	*	*	*	*	0	*
District	27	35	45	35	24	31	53	28	24	20	15	26	43	37	22
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
Caucasian															
School	7	18		*	15	8	*	10	22	*	*	*	*	10	15
District	50	58	59	46	46	48	45	44	46	36	31	38	48	46	47
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	58	12	16	-	8	8	1	-	-	1	-	-
Mathematics	39	14	18	1	2	2	1	-	1	1	-	-
Science	23	14	19	-	4	4	1	-	-	-	-	-
Social Science	31	13	19	1	6	8	1	-	-	1	-	-

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

A: Two years of history/social science

B: Four years of English

C: Three years of college preparatory mathematics (Four recommended for UC)

D: Two years of laboratory science (Three recommended for UC)

E: Two years of a single language other than English (Three recommended for UC)

F: One year of visual/performing arts

G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "*" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
All Students	24.0%	*	*
African American	26.0%	*	*
Asian	50.0%	*	*
Hispanic or Latino	50.0%	*	*
Caucasian	50.0%	*	*

* Data was not available at the time of publication.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the McClellan High (Continuation) at (916) 338-6440.

Counseling & Support Staff

It is the goal of McClellan High (Continuation) to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer

pressure. The counselor to pupil ratio is 1:280. The table lists the support service personnel available at McClellan High (Continuation).

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	5

Curriculum Development

McClellan High School's instructional program is based on structure, consistency and connections. The instructional program is founded on accepted best practices; classroom lessons are structured and modeled using thematic schemes. Lessons are written to meet California State Curriculum standards, and the U.S. Labor Secretary's

Commission on Achieving Necessary Skills (SCANS). These standards address the demands of the workplace. By preparing students to meet these demands, it is McClellan's goal for students to achieve employment proficiency. Consistency is stressed by using common instructional strategies, and planning formats. Academic connections are developed by cross-curricular units of instruction, while personal connections are made possible by McClellan's low classroom sizes and concerned staff.

McClellan's Leadership team is composed of the entire staff. Input from teachers, support staff, administrators, parents, students and community members is essential in the operations of this school. This team provides structure for effective shared decision-making at the school level.

Data Sources

Data within the SARC was provided by Center Joint Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Discipline & Climate for Learning

McClellan staff is committed to establishing and maintaining appropriate student behavior as an essential precondition of learning. There is a school wide emphasis on the importance of learning and addressing conditions that inhibit learning.

McClellan staff share and communicate high expectations for appropriate student behavior. These expectations are established from the first day a student enters our school ground in the intake process.

McClellan has established clear and broad-based rules. Rules, consequences, and procedures are developed with input from students, are clear, and are made known to everyone in the school. Student participation in developing and reviewing school discipline programs ensures a sense of ownership and belonging. McClellan creates a warm school climate, characterized by a concern for students as individuals. Teachers and administrators take an interest in the personal goals, achievements, and problems of students and support them in their academic and extracurricular activities. Administrators are visible in hallways and classrooms, talking informally with teachers and students by name.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	106	73	52	1280	958	1058
Suspension Rate	80.9%	54.9%	42.6%	21.2%	16.4%	18.6%
Expulsions	9	6	0	22	14	6
Expulsion Rate	6.9%	4.5%	0.0%	0.4%	0.2%	0.1%

District Expenditures

Center Joint Unified spent an average of \$7,374.56 to educate each student (based on 2006/07 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil School	
Total Expenditures Per Pupil	\$8,945
From Restricted Sources	\$2,198
From Unrestricted Sources	\$6,748
District	
From Unrestricted Sources	\$5,361
Percentage of Variation between School & District	25.87%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	27.31%

District Revenue Sources

In addition to general state funding, McClellan High (Continuation) receives state and federal funding for the following categorical funds and other support programs: (enter information from consolidated application)

Dropout & Graduation Rates

McClellan High (Continuation) believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: counseling groups with emphasis on life skills, afterschool sports programs, CAHSEE classes in Math and English to prepare students to pass the high school exit exam, ROP Retail Sales class for prepare student for employment, College and Career Center, ASVAB testing and analysis, and an Independent Study Program to meet the varied needs and challenges that enable students to complete their academic requirements.

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	3.06%	4.29%	13.53%
Graduation Rate	90.00%	68.00%	88.20%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
10th	30	38	28
11th	26	22	47
12th		17	47

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
Program Improvement (PI) Status	School	District
First Year in PI	Not in PI	Not in PI
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching

credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	96.4%	3.6%
District	96.5%	3.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.3%	4.7%

Instructional Materials

Center Joint Unified held a Public Hearing on September 17, 2008, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/Language Arts	AGS	N/A	Yes	0.0%
10th-12th	Health	Glencoe	1983	Yes	0.0%
9th-12th	History/Social Science	Globe Fearson	N/A	Yes	0.0%
9th-12th	History/Social Science	Pearson	N/A	Yes	0.0%
10th-12th	Mathematics	Houghton Mifflin	N/A	Yes	0.0%
8th	Mathematics	Saxon	N/A	Yes	0.0%
9th-12th	Science	AGS	1983	Yes	0.0%
9th-12th	Science	Prentice Hall	N/A	Yes	0.0%

Mission Statement

It is the mission of McClellan High School to provide alternative means for students to achieve a high school diploma. To provide a supportive, structured education designed to guide students who require or prefer alternatives in reaching their goals. In addition to these goals, it is our aim to help students develop positive self concepts and establish successful relationships with others; encourage the creative individual in every student; and to prepare students in becoming contributing citizens of society.

To meet these goals, McClellan High School is dedicated to:

- Using integrated thematic curriculum across discipline lines
- Supporting CAHSEE standards in instruction
- Providing experiential lessons designed to help students retain meaningful information
- Building interpersonal relationships and communication skills
- The structured emphasis of writing skills and strategies in every discipline
- Offering Regional Occupation Programs in Retail Sales and Merchandising and Medical Assistance.

Parent Involvement

Involvement opportunities for parents are made available through our School Site Council, parent representative sitting on that board have direct input into how discretionary funds are allocated and disbursed. Parents are asked to help with special campus events, donations, and community service opportunities and events.

Physical Fitness

In the spring of each year, McClellan High (Continuation) is required by the state to administer a physical

fitness test to all students in grades nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone 2007-08 Test Results	
	School District
District Overall	
District (Boys)	
District (Girls)	
	State
State Overall	
State (Boys)	
State (Girls)	
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	

Safe School Plan

The McClellan Safe School Plan includes a comprehensive procedural manual for all teachers in the event of a school crisis or emergency. This plan was put together under state and Federal guidelines to insure that these procedures are established. This plan was updated on 2/21/07.

All school staff has assigned roles and responsibilities with direct lines of communication established to insure consistent information. Monthly safety and emergency drills are conducted to insure that students and staff are aware of emergency procedures. The plan contains detailed schematics of the school, rooms and all utilities to assist emergency personnel responding to the school.

School Facilities

A million dollar renovation took place in 1992 upgrading classrooms and the site to a facility adequate to the demands of the next millennium. PTA donations have enhanced the existing facility. Maintenance and repair occurs in a timely manner upon request. All classrooms, restrooms, and other school offices are cleaned and sanitized at a minimum of once each school day.

School Facility Conditions			
Date of Last Inspection: 12/22/2008			
Overall Summary of School Facility Conditions: Exemplary			
Items Inspected	Facility Component System Status		
	Good	Fair	Poor
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates/Fences (Interior and Exterior)	X		
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X		
Hazardous Materials (Interior and Exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (Interior and Exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (Inside and Outside)	X		
Restrooms	X		
Sewer	X		
Roofs (observed from the ground, inside/outside the building)	X		
Playground/School Grounds	X		
Overall Cleanliness	X		

School Profile

McClellan High School is the continuation program for the Center Unified School District, the only school in the district that serves this function. An academic year consists of three trimesters of twelve weeks each; students are required to earn 220 credits to graduate. McClellan classrooms are student centered, students have opportunities to earn credits outside of the classroom setting, electives and student government is student generated; needs-based counseling is offered in a supportive classroom setting. The campus site offers a variety of learning opportunities in a secure location.

Student Enrollment by Ethnic Group 2007-08	
	Percentage
African American	21.3%
American Indian	1.6%
Asian	1.6%
Caucasian	43.4%
Filipino	3.3%
Hispanic or Latino	18.9%
Pacific Islander	1.6%
Multiple or No Response	8.2%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements).

Average Teacher Salaries School & District	
School	\$56,327
District	\$60,261
Percentage of Variation	6.53%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	9.38%

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then they share their experiences and knowledge with district colleagues. The district dedicated 3 days to staff development annually for the past two years. Topics for staff development during the 2007-08 school year included: student discipline, behavior support plans, effective teaching strategies, and technology.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$35,512	\$39,692
Mid-Range Teachers	\$58,514	\$62,830
Highest Teachers	\$74,794	\$80,472
Elementary School Principals	\$83,742	\$98,460
Middle School Principals	\$87,339	\$104,522
High School Principals	\$100,734	\$114,549
Superintendent	\$157,739	\$166,547
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.3%	40.2%
Administrative Salaries	5.3%	5.8%

Teacher Assignment

Center Joint Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, McClellan High (Continuation) had 7 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Teacher Credential Status

	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	7	9	7	266
Without Full Credentials	0	0	0	11
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

UC/CSU Course Completion

Students at McClellan High (Continuation) are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	-
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-
* Duplicated Count (one student can be enrolled in several courses).	

Would you like to finalize this SARC?

ANTELOPE VIEW CHARTER**Academic Performance Index**

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	2	2	4	
Similar Schools Rank	4	1	8	
All Students				
Actual Growth	-34	87	-11	670
Socioeconomically Disadvantaged				
Actual Growth	-39	111	-	-
Hispanic or Latino				
Actual Growth	-	-	-	-
Caucasian				
Actual Growth	-58	136	-39	679

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Antelope and Roseville, which contain numerous computer workstations.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements: • Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics. • Percent proficient on the state's standards-based assessments in ELA and Mathematics. • API as an additional indicator. • Graduation rate (for secondary schools). There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
	No		No	
Made AYP Overall				
Met AYP Criteria				
Participation Rate	Yes		Yes	
Percent Proficient	Yes		No	
API School Results	Yes		Yes	
Graduation Rate	No		Yes	

Advanced Placement Classes

Antelope View Charter encourages students to continue their education past high school. Antelope View Charter does not offer Advanced Placement (AP) courses. Those students seeking college credit are encouraged to apply at American River College concurrently.

Advanced Placement Classes	
# of Courses	Enrollment

At Risk Interventions

Antelope View Charter provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Other intervention programs offered at Antelope View Charter include: CAHSEE class.

Decoding and Reasoning classes
Connecting Math Concepts class
Student Success Team Meetings

Board of Trustees

Nancy Anderson
Gary Blenner
Matt Friedman
Libby Williams
Donald Wilson

California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	*	*	*	*	*	*	*	*	*
Mathematics	*	*	*	*	*	*	*	*	*

CAHSEE By Student Group					
English			Mathematics		
Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts									Social Science					
	9			10			11			10			11		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
	All Students														
School	32	38	46	23	28	32	26	45	27	9	16	17	17	70	23
District	45	51	54	43	41	43	46	39	39	31	28	35	47	43	39
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38

Males															
School	21	33	45	11	22	27	24	*	33	15	27	25	19	*	33
District	40	47	51	33	37	39	46	31	36	32	34	43	52	39	43
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
Females															
School	42	42	46	34	33	36	27	60	24	3	5	9	15	74	12
District	51	58	56	51	43	47	47	47	42	29	20	26	42	47	33
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
Socioeconomically Disadvantaged															
School	30	42	27	15	34	35	24	53	*	8	19	28	9	71	*
District	33	42	42	31	27	32	29	36	29	19	20	23	27	40	29
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
Hispanic or Latino															
School	23	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	27	35	45	35	24	31	53	28	24	20	15	26	43	37	22
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
Caucasian															
School	33	38	41	22	27	33	21	47	27	11	21	18	16	73	32
District	50	58	59	46	46	48	45	44	46	36	31	38	48	46	47
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51
English Learners															
School	7	*		8	*	*	*			8	*		*		
District	4	0	0	8	0	7	4	0	0	8	8	23	7	0	0
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Career Technical Education (CTE) Programs

Antelope View Charter career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Antelope View Charter have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including R.O.P.

Career Technical Education Participation

Antelope View Charter does not offer stand alone Career Tech Ed classes. However, our students are encouraged to apply for R.O.P. and work experience programs when eligible.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

No Data

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from our paraprofessional Instructional Specialist, Cheryl Brown. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	-	27	-	-	10	-	-	8	-	-	7	-
Mathematics	-	22	101	-	7	-	-	4	-	-	3	2
Science	-	19	-	-	8	-	-	3	-	-	-	-
Social Science	-	28	-	-	2	-	-	11	-	-	3	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Antelope View Charter began implementing CSR for grades kindergarten through three in 1996-1997. In 2005 the elementary portion of the program was discontinued. Antelope View Charter School now serves students in grades 6-12. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

CSR Participation		
2005-06	2006-07	2007-08

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

A: Two years of history/social science

B: Four years of English

C: Three years of college preparatory mathematics (Four recommended for UC)

D: Two years of laboratory science (Three recommended for UC)

E: Two years of a single language other than English (Three recommended for UC)

F: One year of visual/performing arts

G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "*" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
African American	100.0%	*	*
Asian	100.0%	*	*
Hispanic or Latino	100.0%	*	*
Caucasian	100.0%	*	*
Multiple or No Response	100.0%	*	*

* Data was not available at the time of publication.

Computer Resources

All classrooms have at least one computer that is connected to the Internet. Antelope View Charter also has a computer lab with 26 computers. The computer lab is staffed. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

Computer Resources

	05-06	06-07	07-08
Computers	25	41	43
Students per computer	13.0	6.4	4.6
Classrooms connected to Internet	1	13	17

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Antelope View Charter School at (916) 339-4690.

Counseling & Support Staff

It is the goal of Antelope View Charter to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1: 215. The table lists the support service personnel available at Antelope View Charter.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor (secondary)	1	1.00

Curriculum Development

All curriculum development in the Center Joint Unified is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Curriculum and Instruction/Curriculum Coordinator, to align with the state standards, district goals, and the statewide assessment program. During the 2006-07 school year, changes to the curriculum included: adoption of middle school physical science, high school physical science, middle school math, and chemistry curriculae, as well as integration of focused remediation in math and reading/language arts via direct instruction. Additionally, an entirely new history/social science curriculum was adopted in grades 6-8.

Data Sources

Data within the SARC was provided by Center Joint Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Discipline & Climate for Learning

Antelope View has published a Parent/Student Handbook detailing expectations related to student, parent and staff behavior and a plan for providing a positive learning environment to meet student needs. A full time Vice Principal was on site to support students and respond to student issues with respect to behavior and other individual needs.

Student safety is a primary concern. Parents agree upon enrollment that students who engaged in violence or other extremes of behavior that create a safety hazard will be dismissed from the program. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies and by their classroom teachers.

Suspensions & Expulsions		
	School	District

	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	12	15	0	1280	958	1058
Suspension Rate	3.9%	5.7%	0.0%	21.2%	16.4%	18.6%
Expulsions	0	0	0	22	14	6
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.2%	0.1%

District Expenditures

Center Joint Unified spent an average of \$7,374.56 to educate each student (based on 2006/07 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil School	
Total Expenditures Per Pupil	\$5,642
From Restricted Sources	\$795
From Unrestricted Sources District	\$4,847
From Unrestricted Sources State	\$5,361
Percentage of Variation between School & District	9.59%
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	8.56%

District Revenue Sources

In addition to general state funding, Antelope View Charter receives state and federal funding for the following categorical funds and other support programs: State lottery

CaHSEE Support Funds
School Block Grant
Art/Music/P.E

Dropout & Graduation Rates

Antelope View Charter believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance, consistent parental participation, and self-disciplined independent study students. As a means of supporting students further and in hopes of preventing and reducing dropouts, the following programs are also made available to students:

CAHSEE Support class

Consulting class

Student Success Team meetings

Student notebook, planner, and all school supplies provided

Parent Link (assignment completion-checking software)

Monthly contacts between school and home

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	8.08%	0.00%	18.54%
Graduation Rate	89.50%	79.10%	72.70%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
9th	62	53	44
10th	62	42	42
11th	47	31	38
12th	46	25	20

Enrollment By Program

During the 2006-07 school year 264 students were enrolled at Antelope View Charter, of which 0.068% (18) were students with disabilities, 0.060% (16) were English Learners, and 0% were socioeconomically disadvantaged.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

GATE

Antelope View Charter does not currently offer the Gifted and Talented Education (GATE) program .

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	93.8%	6.3%
District	96.5%	3.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.3%	4.7%

Individualized Instruction

Antelope View Charter provides special education services to students who are designated as qualified. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day.

Instructional Materials

Center Joint Unified held a Public Hearing on September 17, 2008, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the

classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	English/Language Arts	Prentice Hall	2002	Yes	0.0%
9th-12th	English/Language Arts	Prentice Hall	2002	Yes	0.0%
8th	Foreign Language	Glencoe	2006	Yes	0.0%
9th-12th	Foreign Language	Glencoe	2006	Yes	0.0%
6th-8th	Foreign Language	Glencoe/McGraw Hill	2006	Yes	0.0%
9th	Health	Glencoe	2003	Yes	0.0%
12th	History/Social Science	Glencoe	2006	Yes	0.0%
6th-8th	History/Social Studies	Glencoe	2006	Yes	0.0%
11th	History/Social Studies	Houghton Mifflin	2004	Yes	0.0%
10th	History/Social Studies	McDougal Littell	2005	Yes	0.0%
7th	Mathematics	Glencoe	2006	Yes	0.0%
6th	Mathematics	Harcourt	2004	Yes	0.0%
8th	Mathematics	Prentice Hall	2006	Yes	0.0%
9th-12th	Mathematics	Prentice Hall	2006	Yes	0.0%
9th-10th	Science	Glencoe	2006	Yes	0.0%
6th-8th	Science	Glencoe	2006	Yes	0.0%
10th-11th	Science	Holt	2006	Yes	0.0%
9th-10th	Science	McDougal Littell	2007	Yes	0.0%
6th-8th	Science Laboratory Equipment	Amsco	2006	Yes	0.0%
9th-12th	Science Laboratory Equipment	Amsco	2006	Yes	0.0%

Instructional Time (Includes Minimum Days)

For the 2006-07, Antelope View Charter offered 180 days of instruction. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code for Independent Study Programs. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
6th	54,000	0
7th	54,000	0
8th	54,000	0
9th-12th	64,800	64,800

Library Information

The school's library consists of a computer lab which students visit on a daily/weekly basis with their classes and are encouraged to visit before and after school. Twenty six computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Parent Involvement

Parents and community members are invited to participate in the Antelope View School Site Advisory Council. A year-long commitment of service is preferred. Any parent or interested community member is welcome to participate. An election with ballots published in the school newsletter is held each September to nominate and select a core team of Advisory Council leaders comprised of two teachers, two students, two parents, and two administrators.

Service as a Volunteer – Parents and community members are invited to support the school through a variety of volunteer

activities at the school site and at school functions. All individuals who wish to participate when working with students are required to obtain a clear fingerprint check with the Department of Justice. The Center Unified

School District Department of Human Resources can assist with this process.

Physical Fitness

In the spring of each year, Antelope View Charter is required by the state to administer a physical fitness test to all students in grades seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone 2007-08 Test Results	
School	9th Grade
School Overall	17.0%
School (Boys)	16.7%
School (Girls)	17.4%
District	
District Overall	26.4%
District (Boys)	29.9%
District (Girls)	23.0%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Safe School Plan

The School Safety Plan was reviewed and updated with the SSC and staff during 2005-06 and again in 2006-07. Procedures and expectations are posted. Policies and procedures in related to preparedness for fire, earthquake, and other disasters/emergencies are developed by the site and district and practiced monthly or as required. A Disaster Response Team has been identified. The principal is responsible to maintain security and safety in the school.

SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. The Antelope View Charter does not offer a college admission test preparation course. The table displays the percent of the school's 12th grade students who voluntarily took the SAT Reasoning Test for college entrance, and average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
04-05	48	4.2%	0	0	0
05-06	46	6.5%			
06-07	25	12.0%	480	433	460
District					
04-05	416	0.30%	487	513	0
05-06	381	0.34%	482	509	479
06-07	397	0.32%	489	521	482
State					
04-05	411,036	35.6%	500	522	0
05-06	384,878	40.4%	495	516	496
06-07	442,895	36.8%	493	513	492

School Facilities

Antelope View Charter School occupies the former site of Center Junior High School which sits on 15 acres with 46 classrooms, 2 gyms/multi-purpose rooms, library, music room, computer lab, industrial technology lab, and offices. Antelope View Charter School serves students in 14 classrooms, a computer lab, and contiguous outdoor areas. Administration is housed in a central administrative building. The school and district have a comprehensive repair and maintenance program to ensure a safe and productive learning environment for all students and staff.

School Facility Conditions				
Date of Last Inspection: 12/22/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)			X	Campuswide - Repair Conduit by lifting of buildings #19-24 2009/10.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

School Leadership

Leadership at Antelope View Charter is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. For the past two years, leadership duties were assumed by Principal Mary Navarro. Principal Navarro had many years of experience in education. The leadership team included:

Lynn McCarty, Assistant Principal

Nanci Rose, Curriculum/Assessment Coordinator

Greg Baumann, Counselor

School Profile

The mission of the Antelope View Charter School is to provide students, who are committed to active participation in the educational process, a personalized learning experience that will prepare them for meaningful participation in a global community, using innovative, data driven instruction to develop citizenship and proficiency in the California Standards. Students will graduate equipped with:

- The knowledge and skills defined in the California State Standards.
- Technological skills to function effectively in contemporary society and the workforce of the 21st century.
- The personal skills to be life-long active participants in their world.

An international mindset and awareness of personal nationality and culture.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	12.6%
American Indian	0.5%
Asian	0.5%
Caucasian	56.1%
Filipino	2.0%
Hispanic or Latino	13.6%
Pacific Islander	1.0%
Multiple or No Response	13.6%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).

Average Teacher Salaries School & District	
School	\$61,827
District	\$60,261
Percentage of Variation	2.59%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	0.54%

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then they share their experiences and knowledge with district colleagues. The district dedicated 3 days to staff development annually for the past two years. Topics for staff development during the 2007-08 school year included: student discipline, behavior support plans, effective teaching strategies, and technology.

Substitute Teachers

The Center Joint Unified district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Antelope View Charter. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the Principal/ and/or Curriculum and Assessment Coordinator assumes the role of substitute.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$35,512	\$39,692
Mid-Range Teachers	\$58,514	\$62,830
Highest Teachers	\$74,794	\$80,472
Elementary School Principals	\$83,742	\$98,460
Middle School Principals	\$87,339	\$104,522
High School Principals	\$100,734	\$114,549
Superintendent	\$157,739	\$166,547
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.3%	40.2%
Administrative Salaries	5.3%	5.8%

Teacher Assignment

Center Joint Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Antelope View Charter had 15 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Teacher Credential Status				
	05-06	School 06-07	07-08	District 07-08
Fully Credentialed	23	15	12	266
Without Full Credentials	1	4	3	11
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0

Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. All teachers are evaluated annually. Evaluations are conducted by the Principal who has been trained and certified for competency to perform teacher evaluations. Teacher are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator. Center Joint Unified offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is lead by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

UC/CSU Course Completion

Students at Antelope View Charter are encouraged to take University of California/California State University (UC/CSU) preparatory courses to ensure their college-readiness. All enrolled students must pass each "A-G approved" course with a grade no lower than a 'C'. Antelope View is proud to offer A-G approved courses in in English, math, science, social science, and electives.

UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	Percentage
% of Graduates Who Completed All Courses Required for UC/CSU Admission	29.6%
* Duplicated Count (one student can be enrolled in several courses).	-

Would you like to finalize this SARC?

GLOBAL YOUTH CHARTER

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	1	7	2	
Similar Schools Rank	N/A	N/A	N/A	
All Students				
Actual Growth	183	-116	55	676
N/A - Means a number is not applicable or not available due to missing data.				

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Antelope/North Highlands, as well as the library at American River Community College which contain numerous computer workstations.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements: • Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics. • Percent proficient on the state's standards-based assessments in ELA and Mathematics. • API as an additional indicator. • Graduation rate (for secondary schools). There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts		English - Language Arts	Mathematics
Participation Rate	Yes		Yes	Yes
Percent Proficient	Yes		No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Advanced Placement Classes

Global Youth Charter High encourages students to continue their education past high school. Global Youth Charter High is an Early College High School. Students take courses towards completion of transfer units, an associate's degree, or a vocational certificate. During the 2007-08 school year, students participated in taking courses at American River College. The students have completed 266.5 units towards college requirements with an average gpa of 2.5

Advanced Placement Classes	
# of Courses	Enrollment

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the

results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

CAHSEE By Subject									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	70.8	61.0	51.1	*	57.3	48.6	38.5	62.2	52.9
Mathematics	50.0	60.3	46.8	*	63.7	49.9	23.1	65.4	51.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	61.5	15.4	23.1	76.9	15.4	7.7

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts									Social Science					
	9			10			11			10			11		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students															
School	0	33	50	54	0	34		52	27	32	0	14			18
District	45	51	54	43	41	43	46	39	39	31	28	35	47	43	39
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
Males															
School	*	*	44	46	*	*		*	*	38	*	*			*
District	40	47	51	33	37	39	46	31	36	32	34	43	52	39	43
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
Females															
School	*	*	*	60	*	38		53	*	27	*	*			*
District	51	58	56	51	43	47	47	47	42	29	20	26	42	47	33
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
African American															
School	*	*	*	55	*	*		*	*	36	*	*			*
District	32	36	43	34	24	36	46	34	23	18	16	23	42	34	19
State	28	33	34	22	23	26	21	22	22	15	15	19	19	19	21
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.															

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Career Technical Education Participation

Students have the ability to take courses through the partnership with American River College. Currently American River College has over 30 vocational certificate programs in which our students are able to enroll. This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	3
What percent of the school's pupils complete a CTE program and earn a high school diploma?	0.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from an instructional aide/tutor. The average class size is 20:1.

Class Size Distribution												
	Average			Classrooms Containing:								
	Class Size			1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	-	48	22	-	-	2	-	-	2	-	1	-
Mathematics	-	-	20	-	-	1	-	-	2	-	-	-
Social Science	-	48	17	-	-	3	-	-	1	-	1	-

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

A: Two years of history/social science

B: Four years of English

C: Three years of college preparatory mathematics (Four recommended for UC)

D: Two years of laboratory science (Three recommended for UC)

E: Two years of a single language other than English (Three recommended for UC)

F: One year of visual/performing arts

G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. Global Youth Charter High had its first graduating class during the 2007 - 2008 school year. All students enrolled in the class of 2008 passed the CAHSEE and completed all high school graduation requirements. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "*" means that the student group is not numerically significant.

Contact Information

Parents or community members who wish to enroll their children, participate in leadership teams, school committees, school activities, or become a volunteer may contact Global Youth Charter High at (916) 339-4680 the address is 3243 Center Court Lane #37, Antelope, CA 95843

Counseling & Support Staff

It is the goal of Global Youth Charter High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Currently the administrator, who also has a counseling credential, provides counseling services on the high school site with a ratio 75:1. The students are also provided academic counseling services through American River Community College.

Global Youth Charter High has one full-time office manager as well as an instructional aide/tutor to provide

additional academic support for students.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor Intern	1	As Needed
District Nurse	1	As Needed

Curriculum Development

The instructional program prepares students to successfully complete coursework to meet the requirements of a high school diploma as well as meeting educational objectives to fulfill post-high school plans as defined by the Early College High School partnership.

Data Sources

Data within the SARC was provided by Center Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Discipline & Climate for Learning

Students participate in all aspects of school planning. Having the ability to be active participants in their education, including behavior expectations, promotes a positive learning environment. In addition, staff and students have been trained to utilize the youth development framework through the youth development institute. This framework assists organizations in effective methods of working effectively with youth.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	3	1	1280	958	1058
Suspension Rate	0.0%	6.3%	1.3%	21.2%	16.4%	18.6%
Expulsions	0	0	0	22	14	6
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.2%	0.1%

District Expenditures

Center Joint Unified spent an average of \$7,374.56 to educate each student (based on 2006/07 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,684
From Restricted Sources	\$795
From Unrestricted Sources	\$4,847
District	
From Unrestricted Sources	\$5,361
Percentage of Variation between School & District	9.59%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	8.56%

District Revenue Sources

In addition to general state funding, Global Youth Charter High receives state and federal funding for categorical other support programs.

Dropout & Graduation Rates

Global Youth Charter High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. Global Youth had its first graduating class May of 2008. All students graduated on time with their peers. As of this date there are no dropouts.

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	0.00%	0.00%	2.08%
Graduation Rate	100.00%	100.00%	97.20%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
9th	14	12	24
10th	25	10	16
11th		26	15
12th			20

Enrollment By Program

During the 2006-07 school year 48 students were enrolled at Global Youth Charter High, of which 6% were students with disabilities, 0% were English Learners, and 29% were socioeconomically disadvantaged.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Global Youth is not involved in any Federal Intervention Programs.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year In PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	96.5%	3.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.3%	4.7%

Instructional Materials

Center Joint Unified held a Public Hearing on September 17, 2008, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their

own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	History/Social Science	McDougal Littell	N/A	Yes	0.0%
9th-12th	History/Social Science	Prentice Hall	N/A	Yes	0.0%
9th-12th	Mathematics	CPM Educational	N/A	Yes	0.0%
9th-12th	Mathematics	Houghton Mifflin	N/A	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	N/A	Yes	0.0%
9th-12th	Science	Houghton Mifflin	N/A	Yes	0.0%
9th-12th	Science Laboratory Equipment	Holt	N/A	Yes	0.0%

Instructional Time (Includes Minimum Days)

For the 2006-07, Global Youth Charter High offered 180 days of instruction, comprised of 134 regular days. The additional 46 minimum days were utilized for: testing, district collaboration, community service, meeting with partner community college (American River) and staff collaboration. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
9th-12th	64,800	64,800

Parent Involvement

Global Youth Charter School requires a minimum of four (4) hours per month of parent/household involvement. Volunteer time may take place, before, during, or after school hours. A variety of types of involvement have been identified, although new and creative ideas are always welcome. If you have a particular skill or interest in one of these areas, or one not listed here, please contact the school office. Parent involvement notification is also sent home as needs arrive.

Classroom

- Field trip organizer
- Supply orders
- Data input
- Classroom assistant
- Etc.

Fund Raisers

- Organizers
- Collect money
- Maintain records
- Work with small groups on craft or food projects

School Wide Events

- Dinners at school
- Food drives
- Parent education classes
- Talent show

- Student events
- Chaperones
- Organize or supervise community service event

Parent Organizers

- Advisory board
- Committees

General School wide Activities

- Field trip drivers
- Tutoring
- Newsletters
- Recycling
- Cultural specialist
- Donation of goods/services
- Student group advisor
- Grant writing
- Maintenance/building/carpentry

Miscellaneous

- Cooking/baking for special events
- Childcare
- Phone tree

Physical Fitness

In the spring of each year, Global Youth Charter High is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone	
2007-08 Test Results	
School	9th Grade
School Overall	40.9%
School (Boys)	46.7%
School (Girls)	*
District	
District Overall	26.4%
District (Boys)	29.9%
District (Girls)	23.0%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	

Safe School Plan

Global Youth Charter High participates with the district's school safety plan. In addition Global Youth has completed and the school board has approved the site safety plan.

School Facilities

Global Youth currently occupies the upper portables at the former Center Junior High School facility. Although the facilities are older they are clean. All classrooms were inspected by the assistant superintendent of operations and facilities. Repairs are being completed based on the report generated from the inspection. A school grounds community service plan is in progress with expected completion summer of 2009.

School Facility Conditions
Date of Last Inspection: 12/22/2008

Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)			X	Campuswide - Repair of conduit by lifting of buildings 2009/10.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

School Profile

Global Youth Early College High School, GYECHS, is a free public charter high school serving students in grades 9-12. Our educational program combines school-based experience with college experience. Students have the opportunity to complete either 60 units to transfer to a 4- year college or university, an associate's degree, or a vocational certificate. Our mission is to offer students an academically rigorous and relevant learning opportunity that allows youth to build relationships with peers and adults.

GYECHS Goals

- Insure that all students meet California State Curriculum standards at the proficient or advance level
- Provide students the opportunity to develop a cross-cultural awareness through coursework, service learning, and learning teams
- Enable students to select a career and begin preparation for that career
- Allow students to complete college coursework to prepare for post-high school goal

Purpose Statement

To provide educational opportunities for students that will include the ability to complete college coursework simultaneously while meeting California state curriculum standards.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	26.7%
American Indian	0.0%
Asian	0.0%
Caucasian	37.3%
Filipino	1.3%
Hispanic or Latino	20.0%
Pacific Islander	0.0%
Multiple or No Response	14.7%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$61,827
District	\$60,261
Percentage of Variation	2.59%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	0.54%

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then they share their experiences and knowledge with district colleagues. The district dedicates time for staff development annually for each site. Topics for staff development during the 2007-08 school year include: student discipline, behavior support plans, effective teaching strategies, and technology.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$35,512	\$39,692
Mid-Range Teachers	\$58,514	\$62,830
Highest Teachers	\$74,794	\$80,472
Elementary School Principals	\$83,742	\$98,460
Middle School Principals	\$87,339	\$104,522
High School Principals	\$100,734	\$114,549
Superintendent	\$157,739	\$166,547
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.3%	40.2%
Administrative Salaries	5.3%	5.8%

Teacher Assignment

Center Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Global Youth Charter High had 4 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	1	2	2	266
Without Full Credentials	0	0	1	11
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

UC/CSU Course Completion

Students at Global Youth Charter High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	28.5%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

* Duplicated Count (one student can be enrolled in several courses).

Would you like to finalize this SARC?

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

Date: January 21, 2009

Action Item _____

To: Board of Trustees

Information Item X

From: Craig Deason, Assist. Supt.

Attached Pages 4

Assist.Supt. Initials: CD

SUBJECT: Workshop and Conference Attendance

Craig Deason and Ivan Calhoun will be attending education sessions and a trade show held during the SportsTurf 20th Annual Conference & Exhibition to be held at the San Jose McEnery Conference Center, Thursday, January 15, 2009.

Laura Kasey and Laura Davis attended the California School Nutrition Association 56th Annual Conference in San Diego, January 9-12, 2009.

Fees will be paid from department funds.

Registration Form

20th Annual Conference & Exhibition

San José McEnergy Convention Center · San José, California · January 13-17, 2009

PLEASE TYPE OR PRINT INFORMATION AS YOU WANT IT TO APPEAR ON YOUR BADGE, MAKE COPIES FOR EACH ADDITIONAL ATTENDEE.

NAME Craig Deason MEMBER # STMA-
 TITLE & ORGANIZATION Assist. Supt. Facilities & Operations, Center Unified Sch. Dist.
 ADDRESS 8408 Watt Ave. CITY/ST/ZIP Antelope, CA 95843
 PHONE 916-338-7580 FAX 916-338-6339 EMAIL cdeason@centerusd.k12.ca.us
 EMERGENCY CONTACT NAME Carolyn Floryanowich PHONE 916-338-6337
 First Time Attendee ☒ Yes ☐ No

☐ **FULL CONFERENCE REGISTRATION:** Includes admission to all Education Sessions (except optional activities), Welcome Reception, Awards Banquet, Trade Show, and all meals provided during the conference.

Received: Before 12/15/08 After 12/15/08

STMA National Member	\$375	\$400
Non-Member (or Chapter only member)	\$485	\$510
Student National Member (fee waived for student challenge competitors)	\$100	\$125
Student Non-Member (or Chapter only member)	\$125	\$150

☐ **EDUCATION SESSIONS & TRADE SHOW COMBO:** ☒ THURSDAY ONLY ☐ FRIDAY ONLY \$105
 (Please select only Thursday or Friday, ~~not both~~ - these are special one-day rates and cannot be used on both days)

☐ **TRADE SHOW ONLY:** ☐ THURSDAY and/or ☐ FRIDAY \$45 per day
 (Fees cover the cost of meals in the trade show area)

☐ **SPOUSE/NON-INDUSTRY GUEST REGISTRATION:** GUEST NAME: _____
 (Spouse/Guest registration must accompany a Full Conference Reg)

<input type="checkbox"/> Full Conference Registration	\$135
(Full Conference Registration listed above)	
<input type="checkbox"/> Welcome Reception (Wednesday)	\$30
<input type="checkbox"/> One Day Trade Show Only <input type="checkbox"/> Thursday and/or <input type="checkbox"/> Friday	\$30 per day

OPTIONAL ACTIVITIES: (Check all that apply - NOTE: These options are NOT included with your Full Conference Registration)

<input type="checkbox"/> Seminar on Wheels I (Tues., January 13 th)		\$60	\$85
<input type="checkbox"/> Golf Tournament (Wed., January 14 th)	Individual	\$125	\$150
	Foursome	\$500	\$600
<input type="checkbox"/> Seminar on Wheels II (Wed., January 14 th)		\$60	\$85
<input type="checkbox"/> ½ Day Institutes (Wed., January 14 th)	with Full Conference	\$55 (Each)	\$80
Select the institute(s) you will attend:	w/o Full Conference	\$80	\$105
<input type="checkbox"/> Institute I - Introductory and/or <input type="checkbox"/> Institute 2 - Advanced			
<input type="checkbox"/> ½ Day Institute (Fri., January 16 th)	with Full Conference	\$55	\$80
<input type="checkbox"/> Institute III - Intermediate	w/o Full Conference	\$80	\$105
<input type="checkbox"/> Additional Awards Banquet Tickets (Fri., January 16 th)		\$60	\$75
<input type="checkbox"/> MLB/NFL/MLS Offsite Seminar (Sat., January 17 th)	with Full Conference	\$60	\$85
	w/o Full Conference	\$85	\$110
<input type="checkbox"/> 2009 National STMA Dues (Fill in amount)		\$ _____	
<input type="checkbox"/> 2009 Chapter Dues (List chapter name & amount)		\$ _____	
<input type="checkbox"/> Charitable Contribution to the SAFE Foundation		\$ _____	

Total Amount \$ 105.00

For questions please call STMA at (800) 323-3875 or (785) 843-2549

Send payment to: Sports Turf Managers Association
 PO Box 414029
 Kansas City, MO 64141

Register online at www.STMA.org

Fax PO/credit card payments to (785) 843-2977

☐ Credit Card ☐ MC ☐ Visa ☐ AmEx ☐ Discover
 Name on Card: _____
 Card #: _____ Exp: _____
 Signature: _____
☒ Purchase Order PO# _____

Cancellations must be in writing and received by Dec. 15, 2008. All written cancellations are subject to a \$50 processing fee. NO refunds will be issued on requests received after Dec. 15th. Refunds will be issued within 30 days after conference. Mail cancellations to: STMA, 805 New Hampshire, Ste E, Lawrence, KS, 66044 or fax to (785) 843-2977. If the conference & exhibition is cancelled for any cause beyond STMA's control, registration fees will be refunded at a pro rata basis based on the expenses incurred at the date of cancellation. STMA holds event cancellation insurance that will be used to provide the most equitable refunds possible. Refunds will not be provided to registrants who are unable to attend due to weather or other non-health related issues.

(The reverse side of form must be completed to participate in the Golf Tournament, Student Challenge or if you need special accommodations)

- REQUIRED -

Please indicate if you will attend the following events
 (these events are included with the full conference registration):

THURS. Lunch & Annual Meeting:

☐ Will Attend ☐ Will Not Attend

FRI. Awards Banquet:

☐ Will Attend ☐ Will Not Attend

NOTE: Must complete reverse side of form to participate in the golf tournament

2009 National Dues:

Sports Turf Manager	\$110
Sports Turf Mgr Assoc.	\$75
Academic	\$95
Commercial	\$295
Commercial Associate	\$75
Student	\$25



Registration Form

20th Annual Conference & Exhibition

San José McEnery Convention Center · San José, California · January 13-17, 2009

PLEASE TYPE OR PRINT INFORMATION AS YOU WANT IT TO APPEAR ON YOUR BADGE, MAKE COPIES FOR EACH ADDITIONAL ATTENDEE.

NAME Ivan Calhoun MEMBER # STMA-
 TITLE & ORGANIZATION Groundskeeper, Center Unified School District
 ADDRESS 8408 Watt Ave. CITY/ST/ZIP Antelope, CA 95843
 PHONE 916-338-6337 FAX 916-338-6339 EMAIL icalhoun@centerusd.k12.ca.us
 EMERGENCY CONTACT NAME Carolyn Floryanowich PHONE 916-338-6337

First Time Attendee ☒ Yes ☐ No

☐ **FULL CONFERENCE REGISTRATION:** Includes admission to all Education Sessions (except optional activities), Welcome Reception, Awards Banquet, Trade Show, and all meals provided during the conference.

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 (Full Conference Registration listed above)
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☐ Golf Tournament (Wed., January 14th) Individual \$125 \$150
 Foursome \$500 \$600
☐ Seminar on Wheels II (Wed., January 14th) \$60 \$85
☐ ½ Day Institutes (Wed., January 14th) with Full Conference \$55 (Each) \$80
 Select the institute(s) you will attend : w/o Full Conference \$80 \$105
☐ Institute I - Introductory and/or ☐ Institute 2 - Advanced
☐ ½ Day Institute (Fri., January 16th) with Full Conference \$55 \$80
☐ Institute III - Intermediate w/o Full Conference \$80 \$105
☐ Additional Awards Banquet Tickets (Fri., January 16th) \$60 \$75
☐ MLB/NFL/MLS Offsite Seminar (Sat., January 17th) with Full Conference \$60 \$85
 w/o Full Conference \$85 \$110

- ☐ 2009 National STMA Dues (Fill in amount) \$ _____
☐ 2009 Chapter Dues (List chapter name & amount) \$ _____
☐ Charitable Contribution to the SAFE Foundation \$ _____

Total Amount \$ 105.00

- REQUIRED -

Please indicate if you will attend the following events (these events are included with the full conference registration):

THURS. Lunch & Annual Meeting:
☐ Will Attend ☐ Will Not Attend

FRI. Awards Banquet:
☐ Will Attend ☐ Will Not Attend

NOTE: Must complete reverse side of form to participate in the golf tournament

2009 National Dues:

Sports Turf Manager	\$110
Sports Turf Mgr Assoc.	\$75
Academic	\$95
Commercial	\$295
Commercial Associate	\$75
Student	\$25

For questions please call STMA at (800) 323-3875 or (785) 843-2549

Send payment to: Sports Turf Managers Association
 PO Box 414029
 Kansas City, MO 64141

Register online at www.STMA.org

Fax PO/credit card payments to (785) 843-2977

☐ Credit Card ☐ MC ☐ Visa ☐ AmEx ☐ Discover
 Name on Card: _____
 Card #: _____ Exp: _____
 Signature: _____
☒ Purchase Order PO# _____

Cancellations must be in writing and received by Dec. 15, 2008. All written cancellations are subject to a \$50 processing fee. NO refunds will be issued on requests received after Dec. 15th. Refunds will be issued within 30 days after conference. Mail cancellations to: STMA, 805 New Hampshire, Ste E, Lawrence, KS, 66044 or fax to (785) 843-2977. If the conference & exhibition is cancelled for any cause beyond STMA's control, registration fees will be refunded at a pro rata basis based on the expenses incurred at the date of cancellation. STMA holds event cancellation insurance that will be used to provide the most equitable refunds possible. Refunds will not be provided to registrants who are unable to attend due to weather or other non-health related issues.

(The reverse side of form must be completed to participate in the Golf Tournament, Student Challenge or if you need special accommodations)



**California
School Nutrition
Association**

School Lunch Rocks!!!

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Call for Proposal Deadline June 30, 2008

[Click here to submit](#)

56th Annual Conference [Register Online](#)
*We look forward to seeing you in San Diego,
 January 9-12, 2009.*

Register Online

Registration Fees:

Full Conference Registrants (Includes all meals)

	Early Registration Discount if payment is received on or before 11/30/08	Registration Fee if payment is received after 11/30/08
CSNA Members		
Director/Supervisor	\$220	\$245
Manager	\$200	\$225
Staff	\$195	\$220
Student/Retired/Guests	\$195	\$220
Non-Members		
Director/Supervisor*	\$355	\$380
Manager	\$240	\$265
Staff*	\$232	\$257
Student/Retired/Guests	\$205	\$230
* Includes 1 year subscription to CSNA and SNA (\$135/Directors, \$40/Managers and \$37 Staff)		

Pre/Post Certification Workshops

	Members	Non-Members
Sanitation & Safety Thur 1/8 10am - 5pm & Fri 1/9 8 am - Noon	\$50	\$100
Sanitation & Safety Review & Test Only Fri 1/9 10 am - Noon	\$35	\$ 75
Cost Controls for School Food Service Thurs 1/8 1 pm - 5 pm	\$35	\$ 75

SCHOOL NUTRITION PROFESSIONALS STUNNED BY FARM BILL'S OMISSION

California School Nutrition Association says excluding dried fruits and nuts from USDA program denies children in low-income schools access to nutritious staples.

[Click here for more info](#)
[Click here to view letter to Senator Harkin](#)

[State Legislature and CSNA tell Congress to change eligibility!](#)
AJR 69 passes!

FUTURE LEADERS PROGRAM

APRIL 21-23, 2009

In conjunction with
SNA's National
Leadership Conference

April 23-25, 2009

La Costa Resort,
Carlsbad, CA

**Application Deadline:
September 24, 2008**

[Click here for info](#)

[Click below for
Rising Costs of School
Meals Survey Results](#)

CA Budget Alert:

The Budget was approved by the Legislature early this morning. It will be sent to

President's September
Newsletter available [here](#)

PP&L Committee
Application Due by October
1, 2008



[CSNA 56th Annual
Conference Exhibit
Application](#)

[Click here for current
floorplan with booth
availability](#)

The 2008-09 Reimbursement Rates for the National School Lunch, School Breakfast, State Meal, and Special Milk Programs are now available on the California Department of Education's Web site at:
<http://www.cde.ca.gov/lr/nu/rs>

Thurs. Jan. 8th 2009

Member registration 12:00 – 5:00
 Exhibitor registration 8:00 – 5:00
 Exhibitor lunch 12:00 – 1:00
 Safety & Sanitation Pre-conf workshop 10:00 - 5:00
(continues on Friday) Separate registration fee applies
 Cost Controls for School Food Service Pre-conf
 workshop 1:00 - 5:00 *Separate registration fee applies*

Friday January 9, 2009

Member registration 7:00 – 5:00
 Exhibitor registration 7:00 – 5:00
 Commodity Breakout 8:00 – 9:00*
 Safety & Sanitation Pre-conf workshop 8:00 - noon
(continued from Thursday) Separate registration fee applies
 Creative and Innovative Ways to Increase Lunch
 Participation Pre-conf workshop 9:00 - 12:00 *Separate registration fee applies*
 Commodity Showcase 9:00 – 12:00*
 Exhibits open to all - 12:00 – 3:00
 1st General session 3:00 – 4:30
 Apron Activity 4:45 - 6:00
 * Directors and Commodity Purchasers/Decision
 Makers ONLY can sign-up and attend the commodity
 breakouts and Commodity Showcase in the exhibit hall
 free of charge. (9 - 12 Fri, Jan 9, 2009) Click on the
 registration form and choose this option. Enter
 Commodity Only when it asks for credit card number.
*If you register for the full conference or Friday Only as a
 Director/Supervisor, this Commodity Show is included already.*

Saturday January 10, 2009

Salsa Dancing Fitness Fundraiser 7:00 – 8:00
 Member registration 7:30 – 3:00
 Exhibitor registration 7:30 – 3:00
 Breakout A Job alike sessions 9:00 – 10:00
 Exhibits open 10:00 – 1:30
 Breakout B 1:45 – 2:30
 Breakout C 2:45 - 3:30
 2nd General session 3:45 – 5:15
 President's Party 6:30 – 11:00

Sunday January 11, 2009

Member registration 8:00 – 12:30
 Regional Awards Brunch 9:00 – 10:30
 Breakout D 10:45 – 11:30
 Breakout E 11:45 – 12:30
 Healthy Edge Post Conf Workshop 1:30 pm - 4:30 pm
Separate registration fee applies (continues on Monday)

Sunday January 11, 2009

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

Date: January 21, 2009

Action Item _____

To: Board of Trustees

Information Item X

From: Craig Deason, Assist. Supt.

Attached Pages _____

Assist.Supt. Initials: CD

SUBJECT: Conference and Workshop Attendance

Craig Deason will be attending the CASH 30th Annual Conference on School Facilities, Feb. 23-26, 2009 at the Sacramento Convention Center.

Craig Deason and Ivan Calhoun will be attending a workshop entitled "Managing Low-Budget Sports Fields" put on by the UC Davis Extension Program, Wednesday, May 6, 2009 at the extension offices in Davis, CA.

Fees will be paid from department funds.

Managing Low-Budget Sports Fields

Wednesday, May 6, 2009

1632 Da Vinci Court, Davis, CA

Learn important information as well as the scientific background needed for effective management of sports turf and other high-traffic turf facilities with limited maintenance budgets. Learn how to create a minimum management program necessary to keep recreational turf areas playable and safe. In one information packed day, you'll cover everything from recreational turf seeding to compaction management.

Who should attend

- Sports turf managers
- Public school and college grounds managers
- Municipal parks and recreation site managers
- Cemetery turf managers
- Horticultural consultants
- Pest control advisors
- Other professional turf and landscape managers
- Turf seed and sod suppliers

Agenda topics

- Designing an effective sports turf maintenance program
- Grasses for sports turf: species, mixtures and blends
- Sports field seeding: sodding, overseeding and renovation
- Sports field irrigation management
- Sports field fertilization, mowing, compaction and thatch management
- Managing weeds and pests for sports fields

Instructor

ALI HARIVANDI, Ph.D., is a turf, soil and water advisor for UC Cooperative Extension, San Francisco Bay Area.

Date, time and location

Wednesday, May 6, 2009, 9 a.m.–4 p.m.
1632 Da Vinci Court, Davis, CA

Enrollment fee

\$240. Includes course materials and lunch. **Enroll in section 084AGR101.**

Professional credit

4 hours PCA credit pending
5.5 hours CCA credit pending

For more information

For general information or to enroll, call (800) 752-0881.

For specific program information, call (530) 757-8899, fax (530) 757-8634 or email agininfo@unexmail.ucdavis.edu.

www.extension.ucdavis.edu/ag

**UC DAVIS
EXTENSION**
CONTINUING AND PROFESSIONAL EDUCATION

Enrolling is easy!

By mail complete this form and send it to the Registration Office, UC Davis Extension, University of California, 1333 Research Park Drive, Davis, CA 95618-4852. By phone call toll free (800) 752-0881. From Davis or Woodland call 757-8777. Please have your Visa, MasterCard, Discover or American Express account number handy. By fax to (530) 757-8558. Be sure to include a complete enrollment form along with credit card information or a company purchase order.

1. ☒ **YES!** Please enroll me in **Managing Low-Budget Sports Fields / May 6 / \$240 / section 084AGR101.**

If your plans change

Refunds, less a \$30 processing fee, will be granted if the request is received seven calendar days before the course begins. At that time, you can also discuss transferring your enrollment to another program or sending a substitute. Requests for withdrawal without a refund must be received before the last meeting of the course. Requests for withdrawals or refunds may be made by phone, fax or in writing. Please include the student's name, course title and course section number. For information about other alternatives, call UC Davis Extension at (800) 752-0881.

Not produced at state expense. UC Davis Extension is a self-supporting, nonprofit organization funded by course fees, grants and contracts.

2. Customer information:

Ivan Calhoun

Name	Social Security number*		
Groundskeeper	Center	Unified	School District
Job title	Organization		
8408 Watt Ave., Antelope, CA 95843			
Address <input type="checkbox"/> home <input type="checkbox"/> work	City	State	Zip
(916) 338-6337	()		
Daytime telephone	Evening telephone		
icalhoun@centerusd.k12.ca.us			

Email _____ If you do not wish to receive periodic email announcements check this box ☐

*UC Davis Extension is required by federal law to report your Social Security Number (SSN) and other pertinent information to the Internal Revenue Service pursuant to the reporting requirements imposed by the Taxpayer Relief Act of 1997. UC Davis Extension also will use the SSN you provide to verify your identity. SSN disclosure is mandatory. This notification is provided to you as required by the Federal Privacy Act of 1974.

3. Payment information:

- ☐ Enclosed is a check payable to UC Regents.
- ☒ Enclosed is a company purchase order (a complete enrollment form must accompany your purchase order).
- ☐ Please charge Visa/MasterCard/Discover/American Express:

Account number	Expires	Name of cardholder	084 111
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Credit card verification number: _____ The CCV is the last three digits of the number printed on the back of your credit card (for American Express it is the last four digits of the number printed on the front).

4. Important! Key code: 084111-AL

For efficient processing of your enrollment, please fill in this code as it appears on your mailing label, whether or not it is addressed to you. If you enroll by phone, please be prepared to provide this code to your customer service representative.

Managing Low-Budget Sports Fields

Wednesday, May 6, 2009

1632 Da Vinci Court, Davis, CA

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5.5 hours CCA credit pending

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www.extension.ucdavis.edu/ag

**UC DAVIS
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Not produced at state expense. UC Davis Extension is a self-supporting, nonprofit organization funded by course fees, grants and contracts.

2. Customer information:

Craig Deason

Name	Social Security number*		
Assist. Supt. Facilities & Operations Center USD			
Job title	Organization		
8408 Watt Ave., Antelope, CA 95843			
Address <input type="checkbox"/> home <input type="checkbox"/> work	City	State	Zip
(916) 338-7580	()		
Daytime telephone	Evening telephone		
cdeason@centerusd.k12.ca.us			
Email	If you do not wish to receive periodic email announcements check this box <input type="checkbox"/>		

*UC Davis Extension is required by federal law to report your Social Security Number (SSN) and other pertinent information to the Internal Revenue Service pursuant to the reporting requirements imposed by the Taxpayer Relief Act of 1997. UC Davis Extension also will use the SSN you provide to verify your identity. SSN disclosure is mandatory. This notification is provided to you as required by the Federal Privacy Act of 1974.

3. Payment information:

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- ☒ Enclosed is a company purchase order (a complete enrollment form must accompany your purchase order).
- ☐ Please charge Visa/MasterCard/Discover/American Express:

Account number	Expires	Name of cardholder	084 111
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Credit card verification number _____. The CCV is the last three digits of the number printed on the back of your credit card (for American Express it is the last four digits of the number printed on the front).

4. Important! Key code: 084111-A1

For efficient processing of your enrollment, please fill in this code as it appears on your mailing label, whether or not it is addressed to you. If you enroll by phone, please be prepared to provide this code to your customer service representative.

30 Years of School Facilities Leadership

Advocacy ♦ Education ♦ Collaboration

CASH



CALIFORNIA'S
COALITION
for ADEQUATE
SCHOOL HOUSING

www.cashnet.org

C.A.S.H. 30th Annual Conference on School Facilities

February 23-25, 2011 • Sacramento Convention Center

C.A.S.H 30th Annual Conference

Tentative Conference Schedule

PRE-CONFERENCE ACTIVITIES

Monday, February 23, 2009

- | | |
|-----------------------|--|
| 12:00 p.m. | 15 th Annual Golf Tournament, Woodcreek Club Golf Course - <i>Additional fee required</i> |
| 1:00 p.m. - 5:00 p.m. | Trade Show Set-Up |
| 3:00 p.m. - 7:30 p.m. | Registration Open |
| 4:00 p.m. - 6:00 p.m. | State School Facility Program Workshop - A District's Perspective |
| 6:00 p.m. - 7:30 p.m. | Welcome Reception and Trade Show |

CONFERENCE ACTIVITIES

Tuesday, February 24, 2009

- | | |
|-------------------------|---|
| 7:30 a.m. | Registration Open (<i>will remain open throughout the conference</i>) |
| 8:00 a.m. - 11:30 a.m. | School Construction 101/201 Workshop |
| 8:30 a.m. - 9:45 a.m. | State Agencies Workshop - The State Agencies' Top Tips for Getting Your Project Approved |
| 8:30 a.m. - 10:00 a.m. | Step Saving Opportunities with OPSC |
| 8:30 a.m. - 10:00 a.m. | Planning and Program Management - The Big Picture |
| 8:30 a.m. - 10:00 a.m. | Legislative Advisory Committee Meeting |
| 9:00 a.m. - 10:30 a.m. | Roundtable Discussions |
| 9:00 a.m. - 4:00 p.m. | State Agency Resource Rooms Open |
| 10:00 a.m. - 12:00 p.m. | Trade Show Open - Continental breakfast served |
| 10:00 a.m. - 11:30 a.m. | Finance 101: A Facilities Financing Odyssey |
| 10:30 a.m. - 11:30 a.m. | C.A.S.H. Architects Committee Meeting |
| 12:00 p.m. - 1:30 p.m. | Opening General Session and Lunch - Hyatt Regency |
| 12:30 p.m. - 1:30 p.m. | Guest Speaker: Sir Ken Robinson, <i>Out of Our Minds: Learning to be Creative</i> - Hyatt Regency |
| 1:00 p.m. - 5:30 p.m. | Trade Show Open |
| 2:15 p.m. - 3:15 p.m. | Workshops |
| 2:15 p.m. - 4:30 p.m. | Roundtable Discussions |
| 3:15 p.m. - 3:30 p.m. | Break |
| 3:30 p.m. - 4:30 p.m. | Workshops |
| 4:00 p.m. - 5:30 p.m. | Reception and Trade Show |
| 5:30 p.m. - 10:00 p.m. | Trade Show Tear-down |

Continued on Next Page

** All functions will be held at the Sacramento Convention Center unless otherwise specified.*

30th Annual Conference

Tentative Conference Schedule *Continued*

Wednesday, February 25, 2009

7:15 a.m. - 8:45 a.m.	Maintenance Network Breakfast - Hyatt Regency
7:15 a.m. - 7:45 a.m.	General Session & Breakfast - Hyatt Regency
7:45 a.m. - 8:45 a.m.	C.A.S.H./AIACC Leroy F. Greene Design and Planning Awards Ceremony - Hyatt Regency
8:45 a.m. - 9:00 a.m.	Break
9:00 a.m. - 4:00 p.m.	State Agency Resource Rooms Open
9:00 a.m. - 10:30 a.m.	Californians for School Facilities Meeting
9:00 a.m. - 10:30 a.m.	ACCM General Membership Meeting
9:00 a.m. - 10:30 a.m.	Workshops and Roundtable Discussions
10:30 a.m. - 10:45 a.m.	Break
10:45 a.m. - 12:15 p.m.	Workshops and Roundtable Discussions
12:30 p.m. - 2:00 p.m.	General Session & Lunch - Hyatt Regency
1:15 p.m. - 1:45 p.m.	Guest Speaker (TBA) - Hyatt Regency
2:00 p.m. - 5:00 p.m.	School Tour, Natomas Charter School Performing Arts Center, Natomas USD - <i>Additional fee required</i>
2:00 p.m. - 2:30 p.m.	Break
2:30 p.m. - 4:00 p.m.	Workshops and Roundtable Discussions
5:00 p.m. - 6:00 p.m.	Maintenance Network Reception - Hyatt Regency

Thursday, February 26, 2009

7:30 a.m. - 8:45 a.m.	General Session & Breakfast - Hyatt Regency
8:00 a.m. - 8:20 a.m.	Guest Speaker (TBA) - Hyatt Regency
8:20 a.m. - 8:45 a.m.	C.A.S.H. Business - Hyatt Regency
8:45 a.m. - 9:00 a.m.	Break
9:00 a.m. - 10:00 a.m.	Workshop
9:00 a.m. - 11:00 a.m.	Clinics
10:00 a.m. - 10:15 a.m.	Break
10:15 a.m. - 11:15 a.m.	Workshop
11:30 a.m. - 1:00 p.m.	General Session & Lunch - Hyatt Regency
12:30 p.m. - 1:00 p.m.	Guest Speaker (TBA) - Hyatt Regency
1:00 p.m. - 1:15 p.m.	Closing Comments
1:15 p.m. - 1:45 p.m.	Debriefing Session - Hyatt Regency
1:45 p.m.	Adjourn

** All functions will be held at the Sacramento Convention Center unless otherwise specified.*

Center Unified School District

AGENDA REQUEST FOR:

Dept/Site: Business Department

Date: 01/21/09

Action Item X

To: Board of Trustees

Information Item

From: Jeanne Bess *JB*
Director of Fiscal Services

Attached Page

SUBJECT:

Budget Plan for Fiscal Year 2008/09 and 2009/10

Jeanne Bess, Director of Fiscal Services is presenting the 2008/09 and 2009/10 Budget Plan for Board action. This action is anticipated to take place on January 28th, and will address the estimated \$4.7 million shortfall that is expected over the next 18 months. The plan consists of input from the Superintendent, Cabinet, Board members, staff, and community members. A new attachment is the recommendation being made for A-7, Classified staffing reduction.

RECOMMENDATION: To approve a Budget Plan for 2008/09 and 2009/10 to close the expected budget shortfall.

**Center Joint Unified School District
Budget Plan
For Fiscal Years 2008/09 and 2009/10**

ANTICIPATED BUDGET SHORTFALL

APPROVED ON 12/17/08; EFFECTIVE FOR 08/09 ONLY

- A. 1 Generate \$60,000 for particulate matter traps if the grant is unsuccessful
- 2 Maintain 95% of Board stipends (5% reduction effective 1/1/09)
- 3 Provide classroom subs, long term custodial subs only; allow short term subs to be site funded
- 4 Accept donation from Center Endowment for Educational Excellence
- 5 Recover carryover of unrestricted general fund site and department budgets from 2007/08
- 6 Maintain 3% required reserve in Fund 1 (\$570,000 current surplus)
- 7 Reduce expenses for classified compensation by 11.5 FTE (subject to negotiations); see backup
- 8 Recover Sip Carryover (\$92k); 06/07 Block Grant (\$118k); Pupil Retention (\$219k); Art and Music (\$210k) subject to categorical flexibility
- 9 Maintain ADA by having all first-time out-going students contacted by the principal, assistant superintendent for C & I, and Superintendent in order to meet student needs
- 10 Rent unused space if it results in a net profit to the District.
- 11 Investigate starting new programs to attract new students
- 12 Freeze hiring
- 13 Make every effort to provide continued employment and benefits wherever possible
- 14 Investigate cell phone carriers; current Request for Proposals posted.
- 15 Propose Certificated and Classified retirement programs with two year freeze on rehire

TABLED ON 12/17/08

- B. 1 Charge \$1 per day up to capacity on existing routes; \$0.50 reduced lunch, \$0.00 free lunch and Special Education
- 2 Maintain cell tower revenue in Fund 1 (\$50k cut to CHS). This will cover 50% of the ten year stadium turf replacement
- 3 Fund 85% of site/department budgets
- 4 Reduce site/department budgets by an additional 15%
- 5 Maintain 50% of stipend positions; positions will remain vacant. No action needed

NOT DISCUSSED AS OF 12/17/08

- C. 1 Maintain 100% District paid employee only coverage; 65% District paid coverage for 2-party and family health benefits for the 2009/10 school year
- 2 Sell advertising space at CHS stadium per Board policy
- 3 Establish lead driver, eliminate transportation supervisor
- 4 Eliminate transportation supervisor and dispatcher; create co-ordinator

	08/09	09/10
	1,381,000.00	3,393,000.00
	<u>Total \$4,774,000</u>	
	396.00	(60,000.00)
		792.00
	15,000.00	30,000.00
	24,700.00	
	100,000.00	
	639,000.00	527,783.00
	X	X
	X	X
	X	X
	X	X
	X	X
	X	X
	X	X
		39,500.00
	45,000.00	50,000.00
	187,000.00	187,000.00
	187,000.00	187,000.00
		52,350.00
		(375,000.00)
		X
		61,000.00
		61,000.00

Reductions in Confidential/Classified workforce (revised 1/7/09)

District/District-related positions

Personnel Department

Eliminate 1.0 Assistant Superintendent's Secretary (current 1.0 FTE)	65,297.10
Reduce Central Office Clerk by 12 days	2,628.83
Reduce Central Office Clerk 2 hours/day/45 days	1,971.33

Curriculum and Instruction

Reduce Staff Secretary by 10 days	1,742.22
Reduce Health Assistants by 10.5 days (two positions)	2,630.03
Eliminate .4687 Health Assistant (current 2.5 FTE)	15,313.82

Business Office

Eliminate 1.0 District Courier (current 1.0 FTE)	31,896.82
--	-----------

Maintenance, Operations, Facilities

Eliminate 1.0 Office Assistant Computer Services (current 1.0 FTE)	47,863.98
Eliminate 1.0 Groundskeeper (current 5.0 FTE)	47,526.07

Superintendent's Office

Eliminate 1.0 Superintendent's Secretary (current 1.0 FTE)	76,901.93
--	-----------

Site positions

Dudley (current 3.0; new office staffing at 2.5 FTE)

Reduce 1.0 Office Asst to .5 FTE; 183 days	20,120.46
Reduce 1.0 OA and Secretary by 7 days	2,268.46

North Country (current 2.0; new office staffing at 1.75 FTE)

Reduce 1.0 OA to .75 FTE; 183 days	10,730.21
Reduce Secretary by 7 days	1,333.85

Oak Hill (current 3.0; new office staffing at 2.5 FTE)	
Reduce 1.0 OA to .5 FTE; 183 days	20,120.46
Reduce 1.0 OA and Secretary by 7 days	2,268.46
Spinelli (current 2.0; new office staffing at 1.75 FTE)	
Reduce 1.0 OA to .75 FTE; 183 days	10,730.21
Reduce Secretary by 2 days	340.10
Wilson Riles Middle School	
Eliminate .4688 Office Assistant (current 2.468)	14,074.97
Reduce School Secretary by 11 days	1,869.90
Reduce by .25 Custodian; reduce to 183 days (current 5.0)	21,019.09
Eliminate 1.0 Instructional Specialist (current 8.78)	17,801.65
Center High School	
Reduce Attendance Clerk by 2 days	316.22
Reduce ASB Bookkeeper by 22 days	3,559.61
Reduce 1.0 Career Coordinator to .5 and by 7 days	24,695.34
Reduce by .25 Custodian; reduce to 183 days (current 5.0)	21,019.09
Eliminate 1.0 Instructional Specialist (current 9.165)	17,801.65
Eliminate 1.0 Campus Monitor (current 3.0)	28,074.77
Eliminate .5 Office Assistant (current 2.5)	15,867.31
<u>Total Approximate Savings</u>	527,783.94