# CENTER 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

# Global Youth Charter School - Multi Purpose Room 3243 Center Court Lane, Antelope, CA 95843

Wednesday, November 5, 2008 - 6:00 p.m.

<u>STATUS</u>

- I. CALL TO ORDER & ROLL CALL 5:45 p.m.
- II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION
  - 1. Student Expulsions/Readmissions (G.C. §54962)
- III. CLOSED SESSION 5:45 p.m.
- IV. OPEN SESSION CALL TO ORDER 6:00 p.m.
- V. FLAG SALUTE
- VI. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

Info/Action

VII. ADOPTION OF AGENDA

Action

#### STUDENT REPORT: Youth and Government

Caitlyn Broad and Charlene Bennett from Global Youth Charter School will be sharing a student report.

### VIII. STUDENT / STAFF RECOGNITIONS (5 minutes)

Info

- Global Youth Charter School Student & Staff Recognitions Addie Ellis
- IX. STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each)

Info

- Center High School Sandy Hoang
- 2. McClellan High School Jessica Brewer
- 3. Antelope View Charter School Yuliya Didovich
- 4. Global Youth Charter School Samantha McCurdy

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 Unified School District, Superintendent's Office, located at 8408 Watt Avenue, Antelope, CA. For more information please call 916-338-6409.

XVI.	BUSINESS ITEMS (5 minutes each)	
Governance	A. Second Reading: Board Policies/Regulations/Exhibits  Replace BP 4132/4232/4332 Publication or Creation of Materials  Replace BP 4161/4261/4361 Leaves  Replace BP/AR 5112.1 Exemptions from Attendance  Replace BP/AR 6142.1 Sexual Health and HIV/AIDS Prevention Instruction	on
1	B. <u>First Reading Reading: Board Bylaw 9330</u> It was requested at the October 15, 2008 meeting to bring this policy forward for possible revision.	on
i	C. Appointment of Members of the Citizens' Oversight Committee  to Oversee Bond Proceeds, Expenditures and Audits  This item would allow the Board to approve additional members to the Oversight Committee.	ion
XVII.	ADVANCE PLANNING (5 minutes)	nfo
	<ul> <li>a. Future Meeting Dates:</li> <li>i. Wednesday, November 19, 2008 @ 6:00 p.m Global Youth Charter</li> <li>School Multi Purpose Room</li> </ul>	
	b. Suggested Agenda Items:	

Action

**ADJOURNMENT** 

(8:00) XVIII.

<b>AGENDA</b>	ITEM#	

	ACENDA NEGOLOTTON
Dept./Site: Global Youth Charter School	
Date: October 24, 2008	Action Item
To: Board of Trustees	Information Item X
From: Global Youth Charter School	# Attached Pages
Principal's Initials: <u>ALE</u>	
Student report Youth and Government Caitlyn Broad	
Charlene Bennett	

AGENDA ITEM # \_\_\_\_\_

	AGENDA REQUEST FOR:
Dept./Site: Global Youth Charter School	
Date: October 24, 2008	Action Item
To: Board of Trustees	Information Item X
From: Global Youth Charter School	# Attached Pages
Principal's Initials: <u>ALE</u>	

**SUBJECT: Student & Staff Recognition** 

Richarde Peter: STAR English scores have increased every year for past three (3) years. Two (2) years all students have passed English portion of the CAHSEE on the 1<sup>st</sup> try.

# 4.0

Jasmine Abramson
Clairemarie Barnett
Kyle Bhatti
Marissa Flores
Brianna Francis
Emily Jones
Hyleah O'Quinn
Timothy Gachuhi
Derrick Osborne
Darryl Lawrence

# Perfect Attendance

Jasmine Abramson
Clairemarie Barnett
Jesus Gonzalez
Oscar Gonzalez
Jessica Manning
Carina Olguin
Dirstie Broyles
Sakereh Carter
Lorely Chavez

Marissa Flores Barrett Lloyd Hyleah O'Quinn Alyssa Turner

		AGENDA REQUEST FOR:
Dept./Site:	Curriculum and Instruction	Date: November 5, 2008
To:	Board of Trustees	Information ItemX
From:	Scott Loehr, Assistant	Action Item
	Superintendent	# Attached Pages 1
Administra	tor's Initials: 5.Z	

SUBJECT: Update on District Goals – Report Item
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Board will be provided with an update on the District's current goals.

**RECOMMENDATION: Information Item** 

	CUSD P	rogre	ss Re	eport		20-Oct					
		Dudley	Spin	О.Н.	NoCo	WCR	CHS	MeC	Global	A-View	District
Goal		Score	Score	Score	Score	Score	Score	<u>Score</u>	Score	Score	Score
Walkthroughs	15-Sep	gild		100			75		Mij(JO)	100	Α
	20-Oct	100	,	if (16)	196	50	5. <b>6</b> (6)	(0.0	<u>(000 )</u>	100	Α
Min. 2 x Monthly	17-Nov										
	5-Jan										
	2-Feb									ļ	
	2-Mar							<u> </u>			
	30-Mar										
	4-May										
	Last Day of School										
Standards	Average/Best	85	67	82	61	69	76	78	72	83	
	15-Sep	100 (1)2 (1)2	67		61	69	76	73	72	<u>(0)</u>	Α
80/80	20-Oct	3.5	72	(6)6	138	63	78	78.2	69	80.8	Α
	17-Nov										
	5-Jan									<u> </u>	
	2-Feb										<u> </u>
	2-Mar							<u> </u>			<u> </u>
	30-Mar								ļ		ļ
	4-May								<u> </u>	<b></b>	<del> </del>
	Last Day of School										
C	urrent Week's Grade	Α	Α	Α	Α	С	A	Α	В	Α	Α
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<sup>\*</sup> Listed date represents week it is due to Scott. Window closes the week before.

	AGENDA REQUEST FOR:
Dept./Site: Global Youth Charter School	
Date: October 24, 2008	Action Item
To: Board of Trustees	Information Item X
From: Global Youth Charter School	# Attached Pages
Principal's Initials: ALE	

Informational Report Charter School Renewal	

### **Element Seventeen** Optional Miscellaneous Clauses

# Additions, Deletions, and Modifications of this Charter

Amendments to this charter may be recommended by the Advisory Council, the principal of the school or other entities deemed in a leadership role at the school. All changes must be approved by the Center Unified School District Board of Trustees. The district board agrees to hear and render an amendment decision pursuant to the timelines and process as specified in the Education Code 47605(b).

#### Renewal Procedure

Global Youth Charter High School will begin its renewal procedure with Center Unified School District at the end of year four/beginning of year five of the five year charter. The Center Unified School District Board of Trustees will work with the principal and any hierarchy of the charter school in conjunction with the cabinet level staff to ensure expectations are clearly outlined in accordance with charter law. This self study will be in development during the first three years of the school to ensure open communication exists between the Center Unified School District Board of Trustees, The cabinet of Center Unified School District and the principal and hierarchy of Global Youth Charter High School.

#### **Facilities**

Global Youth Charter High School will maintain facilities on the old junior high school campus.

### Severability Clause

If a provision of the Global Youth Charter High School charter is found to be unlawful the remainder of the charter will still be valid, if to do so keeps the critical elements intact, and if the provision that was found to be invalid is not of such a nature that in its absence, the Center Unified School District Board of Trustees would have denied the Global Youth Charter High School charter.

# **Element Fourteen** Procedures for Dispute Resolution

Dispute between the Charter School and Governing Board will be resolved through a collaborative effort facilitated by the Superintendent and district Administration. Amendments to the charter will be made through the Advisory Committee and approved by the Governing Board.

This charter school is considered a district school. Global Youth Charter School will follow all board policy that intersects with Charter Law and all statutes, laws and regulations for charter schools. Furthermore, the charter granted to Global Youth Charter High School shall be five years long and extending until extended to June 30, 2014.

The Center Unified School District may revoke this charter under the following conditions:

- 1. Violation of any provision of law.
- 2. Failure to meet acceptable standards of fiscal management
- 3. Failure to make progress toward pupil outcomes outlined in this charter petition.
- 4. Committing a violation of the conditions, standards or procedures outlined in this charter petition.

# **Element Fifteen** Collective Bargaining

Global Youth Charter High School shall be deemed the exclusive public school employer of Charter School employees for the purposes of the Educational Employment Relations Act (Gov. Code 3540, et seq.). The rights of Charter School employees shall be as specified in this Charter, except as those rights may be modified by any applicable collective bargaining agreement with a recognized exclusive bargaining representative for Charter School employees.

# **Element Sixteen** School Closure Procedure at Global Youth Charter High School

In the event that the Global Youth Charter High School closes, the assets and liabilities of the school will be disposed of under the direction of the Board of Trustees for Center Unified School District.

All records will be maintained by Center Unified School District until parents, guardians or students of age obtain said records. The records will be maintained only for such time required by law and then purged and destroyed to ensure the confidentiality of the students and their families.

# **Element Ten** Suspension and Expulsion of Students for Global Youth Charter High School

Students failing to meet the terms of the contract will receive the appropriate intervention with the teacher, the principal and the parents and subsequently placed on probation. Depending on the severity of the infraction, which includes but is not limited to failure to complete work, behavior, rules compliance or willful disregard for school policies. Students failing to make progress towards state/district standards or who continually fail to meet the contractual obligations signed by the students and parents will be reviewed by the Withdrawal Committee consisting of the dean, the teacher, the parent of the student and the school counselor. Under the authority of the dean, students may be suspended from the charter school for non-compliance with the terms of the contract. Parents and students that fail to attend these meetings will be eligible for withdrawal after fifteen minutes of the convened meeting. Global Youth Charter High School Principal maintains the ability to allow for a re-admittance of a student that previously was withdrawn from the school. All discipline procedures will be conducted in compliance with state and federal due process laws as outlined by education code regarding charter schools.

## **Element Eleven** Retirement System at Global Youth Charter High School

Certificated Charter School employees (as defined under Employee Rights) shall be covered by the State Teachers' Retirement System (STRS). Non-certificated Charter School employees shall be covered by the Public Employee Retirement System (PERS) or federal social security (FICA), as provided by law. The payroll department of Center Unified School District shall provide all administrative services in connection with STRS, PERS, and FICA reporting requirements per the MOU between Global Youth Charter High School and Center Unified School District.

#### **Element Twelve** Alternative Attendance

Enrollment at Global Youth Charter High School remains strictly voluntary. Students will continue to have the options of attending their home school in the district of residence.

#### **Element Thirteen** Return Rights of District Employees

District teachers (and any other District employees) do not have any employment rights with respect to the Global Youth Charter High School, nor do Global Youth Charter High School employees have any employment rights in CUSD. Any District teacher or other employee who wishes to teach in the Global Youth Charter High School will be subject to their home District leave provisions, which do not permit a leave of absence for the purpose of other employment. District teachers who resign from the District to teach at the Global Youth Charter High School, and who wish to return to District employment will be in accordance with the District's regular recruitment and selection processes.

acting locally through community service and working in collaborative Learning Teams.

Upon enrollment all students will complete an educational plan that will outline:

- Suggested course of study
- Potential career path
- Post high school educational and personal goal

Each year students will revisit the educational plan with the goal being that by the beginning of the junior year the plan is more specific and will align with the entrance into the university system with some undergraduate coursework completed in the desired area of study.

### Special Education

The Global Youth Charter High School will not be its own LEA and will operate under the Center Unified School District single district SELPA. Global Youth Charter High School is a public school, and as such is required to comply with federal and state special education laws. Education Code Section 47641 provides that, for the purpose of compliance with federal special education law and for eligibility for federal and state special education funds, Global Youth Charter High School shall be deemed a public school of the local education agency (LEA) Center Unified School District as the authorized the charter. Education Code Section 47646 requires that Global Youth Charter High School operating as a school within the district that granted the charter for purposes of special education participate in state and federal funding for special education in the same manner as any other public school of that LEA. Further, a child with disabilities attending Global Youth Charter High School shall receive special education instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of that LEA.

To ensure the continuity of service for the students, an MOU will be created between the Center Unified School District and Global Youth Charter High School.

# **Element Nine** Financial Operations and Audits of Global Youth Charter High School

Center Unified School District will serve as the fiscal agent for Global Youth Charter High School and will conduct all financial audits consistent with state accounting practices using an independent auditor. Audit reports will be presented to the CUSD Board of Trustees on an annual basis. The reports will also be available for review by the public.

The expectations of each students' behavior as prescribed by the handbook allows for guidance in the development of the Conflict Resolution Program administered by the Staff Coordinator, Student Team Leaders and Parent Advisors. By utilizing this team, conflict management tools students become better aware of their position among their peers and those around them and their responsible role as a team member within the school.

To further support a comfortable and safe environment, the school shall adopt policies that facilitate communication and friendships among families with the intent being that no student or family member should feel anonymous or on the 'outside'.

# **Element Seven** Racial and Ethnic Balance at Global Youth Charter High School

Global Youth Charter High School will include students from North Highlands, Antelope and Rio Linda, Elverta. This large geographic region will include all ethnic, socioeconomic and racial groups and will help ensure participation by all members of society. Enrollment will be monitored and reported by the principal to the district each year through the CBEDS process. If particular ethnic groups are not participating in the school then the staff will develop assertive recruitment strategies to achieve a balanced representation.

# **Element Eight** Admissions Requirements at Global Youth Charter High School

Admission to Global Youth Charter High School will be open to all students regardless of ethnicity, national origin, gender, and disability or achievement level. Admission will not be determined according to the parent's place of residence. Prior to enrollment, parents and students will sign a contract indicating understanding of Global Youth Charter High School philosophy and program requirements. Continued enrollment will depend on progress toward graduation and fulfilling the terms of the contract. The school will not charge tuition; will be non-sectarian in its programs, admissions, and policies.

The contract in which the students and parents agree to includes:

- Actively working in learning teams during the four years at Global Youth Charter High School
- Maintain a C average (2.0) as an overall grade point average
  - o If a C average is not maintained, the student will attend two hours of tutoring weekly until the gpa is raised to 2.0 overall grade point average
- Students will volunteer at least 3 hours per week in one of the approved service opportunities aligned with Global Youth Charter High School and its mission.
- Parents are required to volunteer at least four hours a month in one of the approved service opportunities aligned with Global Youth Charter High School and its core mission to support the students in college preparatory academics,

office. Qualifications for other full-time, part-time, or temporary employees shall be determined by the Principal of the charter school with the assistance of the office of personnel for Center Unified School District.

Global Youth Charter High School will contract with Center Unified School District for all administrative and general support services as needed. The Charter School will develop policies in accordance with the California Education Code and all pertinent labor laws to ensure compliance with charter law.

All persons who are employed by Global Youth Charter High School ("Charter School Employees") shall not be deemed to be employees of the District for any purpose whatsoever. Charter school employees are employed "at will" and either the Charter School or the charter School employee may terminate the employment at any time, with or without cause and with or without prior notice. Charter school employees shall have no employment rights of any kind with CUSD.

# **Element Six** Health and Safety of Staff and Students

Because of the heightened awareness of safety for children in schools, the students, staff and parents of the Global Youth Charter High School will all be provided with detailed notebooks describing the school rules, drills, techniques and tools required to maintain a heightened state of awareness and appropriate behavior both on and off the campus.

Global Youth Charter High School will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in accordance with California Education Code and all building codes applicable to schools.

- 1. A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- 2. Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- 3. Policies relating to preventing contact with blood-borne pathogens.
- 4. A policy requiring that instructional and administrative staff receive training in. emergency response, including appropriate "first responder" training or its equivalent.
- 5. Policies relating to the administration of prescription drugs and other medicines.
- 6. A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- 7. A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- 8. A requirement that each employee of the school submits to a criminal background checks and furnishes a criminal record summary as required by Education Code Section 44237.
- 9. All staff will be required to offer medical clearance including proof of medical exam and tuberculosis (TB) screening.

- Other appropriate norm and criterion referenced tests
- Teacher observations and anecdotal records
- Running records and reading inventories
- Writing samples

# **Element four** Governance Structure of Global Youth Charter High School

Global Youth Charter High School relies on the community that it serves to ensure its effectiveness. The Advisory Council for this program includes nine members. The Council includes two parents elected on an annual basis at the Advisory Council meeting in September. Two members of the Advisory Council will be members of the charter school staff elected by the charter school staff. One member of the Advisory Council will be from American River College. One member will be from the community. One member of the Advisory Council will be the Superintendent designee for Center Unified School District. One member of the Advisory Council will be the dean of Global Youth Charter High School. The Advisory Council meets every two months, with additional meetings as needed. The Advisory Board's responsibility include but not limited to the review of financial and operational management of the school, the annual financial budget, solicitation and receipt of grants and donations, contracts, relations with the district, personnel policies/procedures and employee matters using the voting / majority decision making method. The Governance of Global Youth Charter School will use the Brown Act for all meetings. In order to make the Advisory Board more responsive and well informed, the principal will provide the Advisory Board with updates weekly (Friday) offering a review of major items and issues addressed using an online group format. In addition, if the principal needs to take an action outside of the Advisory Board Meetings, then the action can be taken through consensus of responses to a request by the principal using the online group format. The Advisory Council's responsibility include but not limited to the review of financial and operational management of the school, the annual financial budget, solicitation and receipt of grants and donations, contracts, relations with the district, personnel policies/procedures and employee matters using the consensus method. The Center Unified School District Board of Trustees retains ultimate responsibility for the governance of the Charter School and may approve, modify, or reverse any recommendation, decision or other action of the Advisory Council under current charter laws.

# **Element five** Employee qualifications at Global Youth Charter High School

Global Youth Charter High School will employ teaching staff who hold appropriate California teaching certificates, permits or other documents issued y the Commission on Teacher Credentialing. These teachers will teach the core academic classes of mathematics, language arts, science, and history/social studies. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. All certificates and permits will be on file at the Center Unified School District personnel

- Understand and be able to fulfill his/her role as a member of a community
- Set realistic personal goals and be able to develop a plan to achieve those goals
- Develop collaboration skills with the learning team, volunteers, staff advisors and teachers

# **Graduation Requirements**

In order to insure that students are adequately prepared for university entrance graduation requirements will align with A-G course of study. Graduation requirements will include:

English	4 years	Language other than English	2 years
		Or Visual and Performing Arts	
Math	3 years	Physical Education	2 years
Science	2 years	Electives	4 years
Social Science	3 years	Senior Project	1 year

# Parental Contributions and Parent Education at Global Youth Charter High School

- Parents are expected to participate at least 4 hours a month choosing from a variety of activities including:
  - o Learning Team Advisor for student learning teams
  - o Tutoring
  - o Field trips
  - o Managing the non-profit food donations / clothing closet for students
  - o Parent Steering Committee
- Share with other parents factors which promote student success Share knowledge and understanding of state and district content standards and assessments
- Providing Opportunities for parents to network with one another through a variety of activities and strategies
- Volunteer in the four years of their student's enrollment in various field trip(s)
- Participate in development of sports program

# **Element Three** Pupil Assessment at Global Youth Charter High School

Students' progress will be monitored using multiple measures that include but are not limited to the following strategies:

- STAR / CAT 6 Testing
- CELDT for English Language Learners until a new state test becomes available
- California High School Exit Exam
- Individual learning plans completed on a monthly basis
- Teacher developed checklists
- Performance-based assessment demonstrating mastery of content
- Portfolios monitoring academic achievement over time
- Sample student work
- Teacher development assessments

### **Technology**

Prior to completion of the twelfth grade, students will:

- Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning and workplace needs
- Students will also gain an understanding of the limitations of technology in developing countries through their interactions with volunteers globally
- Make informed choices among technology systems, resources and services when developing communication, presentation and project systems individually and with learning teams
- Analyze advantages and disadvantages of widespread use and reliance of technology in the workplace and in society as a whole juxtaposing basic needs between 1<sup>st</sup> and 3<sup>rd</sup> world countries
- Demonstrate and advocate for legal and ethical behavior among peers, family and community regarding the use of technology and information
- Use technology tools and resources for managing and communicating personal/professional information (finances, schedules, address, purchases, correspondence, etc.)
- Evaluate technology-based options, including distance and distribute education, for lifelong learning
- Routinely and efficiently use online information resources to meet the need for collaboration, research, publications, communications, and productivity
- Select and apply technology tools for research, information analysis, problem solving and decision-making in content learning
- Investigate and apply expert systems, intelligent agents and simulations in realworld situations
- Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce and disseminate information, models, and other creative works

#### Personal Growth

By the end of the twelfth grade students will:

- Develop an appreciation of others with the goal to be inclusive of all people
- Develop a sense of self in relation to their community in being service oriented citizens
- Participate in activities of their choice which enable them to develop interpersonal communication skills
- Demonstrate the ability to solve problems in real life situations
- Appreciate and celebrate personal qualities and type of intelligence (analytical, creative, practical)

• Students must pass Algebra in order to graduate

## 3. Measurements and Geometry

- Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems
- Students compute the perimeter, area and volume of common geometric objects and use these to find measures of less common objects; they know how perimeter, area and volume are affected under change of scale
- Students know the Pythagorean Theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures

# 4. Statistics, Data Analysis, and Probability

 Students collect, organize and represent data sets that have one or more variables and identify relationships among variables within a data set both manually and by using an electronic spreadsheet program

### 5. Mathematical reasoning

- Students make decisions about how to approach problems in real life applications
- Students will readily use the reasoning skills developed through critical thinking to develop global applications as well
- Students use strategies, skills and concepts in finding solutions
- Students determine a solution is complete and move beyond a particular problem by generalizing to other situations
- Mathematics beyond seventh grade will be developed based upon the outcomes of specific math course, i.e., Geometry, Algebra I and Algebra II and the district and state standards

#### History / Social Science / Science

Students will integrate state standards in developing a college preparatory understanding of US History, World History, Geography, Government, Economics, Biology, Chemistry, and Physics. Students develop a college level understanding in their particular emphasis through collaboration of the learning teams in conjunction with their instructors.

- Collecting, organizing and analyzing evidence of student progress
- Determining multiple measures to ensure accurate and ongoing monitoring of student growth
- Administering state and district mandated assessment measures

By the end of the 12<sup>th</sup> grade, students will:

# Language Arts

- Apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those new words accurately
- Read a wide variety of classic and contemporary literature, as well as magazines, newspapers, and on-line information, and be able to analyze their organization, arguments and positions
- Read, conduct in-depth analyses, and respond to historically or culturally significant works of literature
- Write, utilizing stages of the writing process, coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument
- Combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text, demonstrating a command of standard English and utilizing research, organizational, and drafting strategies
- Write and speak with command of standard English conventions
- Formulate judgments about oral communication and deliver focused and coherent presentations, tailored to their audience, that demonstrate a clear and distinct perspective, solid reasoning, and appropriate vocabulary
- Deliver polished formal and extemporaneous presentations that combine the traditional strategies of narration, exposition, persuasion and description
- Students will be required to pass the California High School Exit Exam (CAHSEE)

#### **Mathematics**

#### 1. Number Sense

- Students know the properties of and compute with rational numbers expressed in a variety of forms
- Students use exponents, powers and roots and use exponents in working with fractions

# 2. Algebra and functions

- Students express quantitative relationships using algebraic terminology, expressions, equations, inequalities and their graphs
- Students interpret and evaluate expressions involving integer powers and simple roots
- Students graph and interpret linear and some non-linear functions
- Students solve simple linear equations and inequalities over the rational numbers

Academically, the students are measured in multiple manners including authentic, norm and referenced based examinations. Because students learn, retain and respond to ideas differently, each teacher will individualize instruction for each student to ensure that the rigors of college preparatory work are present but the strengths of the students remain a priority to ensure retention and application of the concepts. Students will be exposed to curriculum aligned with the major colleges in California. All students will follow a course of study to ensure the widest range of post secondary options during the four years at Global Youth Charter High School. By using the state adopted textbooks, the students will remain aligned with the statewide goal of standards based curriculum. In addition, the students will draw on primary and secondary sources to enhance their studies allowing for collegiate type research to ensure a deeper understanding of subjects. Furthermore, all eligible students are encouraged to take the PSAT and SAT or ACT to assist in student planning. Also, all students will take the California High School Exit Exam. Finally, students are required to take the STAR / CAT 6 examination to further assist in fine-tuning the students' curriculum and work. As an additional requirement for graduation all students complete a senior project as a culminating activity of their attendance at Global Youth Charter High School

Community based involvement is a cornerstone in developing the service element for the students locally. Each student being a part of a learning team community will research, plan, develop, implement and modify a community based project that they will manage over their high school careers. During the development process of the community plan, the students will evaluate each other using their individualized team charter as the expected guidelines. This corporate style self-management will provide students with a 21<sup>st</sup> century business practice found in all successful companies across the globe. The project that the team chooses will require the interface of standards based curriculum into each of the elements of the team plan. These include the historical reasoning for the project, the fiscal impact of the project and the systematic recording of the progress towards the outcome.

Students, parents, teachers, volunteers, and professionals jointly assume responsibility for the education of students enrolled at Global Youth Charter High School. These shared responsibilities that both the students and parents and Global Youth Charter High School include but are not limited to:

- Utilizing state adopted standards to develop individual learning plans for each student listing expectations, outcomes, responsibilities, instructional strategies, materials and resources, opportunities to participate in local and worldwide competitions and demonstrations
- Incorporation of technology in all processes that the students engage in including communication, presentations, projects and global outreach
- School-wide, Learning Team and individual benchmarks measuring academic growth for the students
- Selecting materials and resources which will enable the student to attain the desired achievement

# **Element One** The Educational Program at Global Youth

Schools around Sacramento all offer a glimpse of service intrinsic to the American tradition. With this glimpse, some students develop an even greater understanding of the world around them through personal inquiry and goals found in their families. The goal of the Global Youth Charter High School is to offer the opportunity for students to develop a global understanding of free markets, recognition of international communities and commit to local needs in a comprehensive site based high school geared towards college in a global application. Global Youth Charter High School embeds service, local and global awareness into all four years of studies to create domestic and international future leaders.

Students enrolled will take part in college preparatory standards based curriculum that focuses on the global application of these elements. Furthermore, the students will explore their community locally and globally within the construct of their Learning Teams developing collaborative skills. In order to facilitate learning, students are taught critical thinking skills. Students will demonstrate through the development of their projects with their learning teams the ability to analytically and critically solve problems.

# Early College High School initiative

Global Youth Charter High School will work with American River College to ensure the students have the opportunity to advance their educational careers through concurrent enrollment. By utilizing a block schedule in the morning and early afternoon, the students will be full time students at Global Youth Charter High School satisfying the instructional minutes required by California education code. In conjunction with the high school courses, students will also take courses at American River College in the afternoon. The goal of this partnership is twofold. First, this partnership provides exposure to post-secondary options to students who traditionally do not have access. Students take exploratory courses at the community college as well as participate in regular enrichment field trips that include exposure to vocational and professional fields. Second, students will have the opportunity to obtain either: a certificate in a vocational field, an Associates Degree or four year college transfer credits within one year of graduation from the school. In addition, this partnership will also allow American River College the opportunity to have greater success with their outcomes for students from the Elverta, Rio Linda, North Highlands and Antelope communities.

# **Element two** Measurable Outcomes for all students at Global Youth

As the Global Youth Charter High School relies on outcome-based results, it maintains a precise methodology to ensure that the students are developing the skills to ensure all outcomes are achieved.

# **Global Youth Charter High School**

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# Center Unified School District Global Youth Charter High School 8725 Watt Avenue Antelope, CA 95843

# Center Unified School District Board of Trustees

Mr. Mathew Friedman Mrs. Libby Williams Mr. Donald Wilson Mrs. Nancy Anderson Mr. Gary Blenner

Dr. Kevin Jolly, Superintendent

October 24, 2008

	and determined to the second s	AGENDA REQUEST FOR:	
Dept./Site:	Superintendent's Office	Action Item	
То:	Board of Trustees	Information Item <u>X</u>	
Date:	November 5, 2008	# Attached Pages	
From:	Craig Deason,		
	Assistant Superintendent, Operations & Facilities		

SUBJECT: Re-establish Use of Center "Joint" Unified School District

Center Joint Unified School District is the legal name of the district. However, the use of "Joint" was dropped in the 1980s as it was considered cumbersome. Consultant Mike Winters recommends that as we grow, we begin using our full name again in order to inform parents, community members, businesses, and government agencies that the district is part of two counties. At this time it is proposed that we use our full title on our website. Then, when it is time for things to be ordered or replaced they will reflect our full name.

RECOMMENDATION: Information item only.

AGENDA ITEM: X-3

		AGENDA REQUEST FOR:
Dept./Site:	Facilities & Operations Departme	ent
Date:	November 5, 2008	Action Item
То:	Board of Trustees	Information ItemX
From:	Craig Deason, Assist. Supt.	# Attached Pages _17
Assist.Supt. Initials:		

SUBJECT: Regional University Developer Fee Agreement

The major components of the proposed Regional University Developer Fee Agreement will be shared. The components to be shared will include: Developer Fees; Covenant to Sell School Site; Construction-Ready Parcel; Utilities; Off-Site Development; Service Site Development; Phase 1 hazard report; School Site Size; Purchase of School Site.

**RECOMMENDATION:** 

#### Recording Requested by:

Elizabeth B. Hearey, Esq.
Atkinson, Andelson, Loya, Ruud & Romo for the benefit of Center Joint Unified School District. No fee under Government Code section 6103.

When Recorded Mail to: 5776 Stoneridge Mall Road, Suite 200 Pleasanton, CA 94588

(SPACE ABOVE ThIS LINE RESERVED FOR RECORDER'S USE)

# DEVELOPER FEE PAYMENT AGREEMENT (Regional University)

This Agreement ("Agreement"), dated for reference purposes as of October 31, 2008, is entered into by and between the CENTER JOINT UNIFIED SCHOOL DISTRICT ("CJUSD"), a public school district duly organized and existing under Chapter 1 of Division 3 of Title 2 of the Education Code of the State of California and PLACER 2780, a California limited partnership, or its successors in interest ("Owner/Developer"), the owner of property planned for urban uses within the Placer County Regional University Specific Plan ("RUSP"). CJUSD and Owner/Developer are sometimes referred to individually as a "Party" and collectively as the "Parties."

#### Recitals

- A. WHEREAS, the proposed RUSP project site encompasses approximately 1,157.5 acres within the Curry Creek Community Plan in Placer County as shown on Exhibit 1; and
- B. WHEREAS, the RUSP project ("Project") affects those certain parcels of land described in Exhibit 2 (the "Property"); and
- C. WHEREAS, the RUSP includes two primary components: a University campus ("University Campus") and an adjoining community ("Community Property") as shown on Exhibit 3; and
- D. WHEREAS, the Owner/Developer who is the signatory to this Agreement is the landowner owning the Property within the RUSP and CJUSD who is entering into a development agreement with the County (the "Development Agreement"); and
- E. WHEREAS, the Owner/Developer is obtaining urban zoning for its properties consistent with the RUSP; and
  - F. WHEREAS, the Owner/Developer intends to donate the Property to a nonprofit

entity, either Drexel University or another nonprofit entity which has been established for educational purposes ("Master Owner"); and

- G. WHEREAS, it is anticipated: 1) that the Master Owner will convey the Community Property, also referenced herein as the "Property," to a subsequent transferee which will then be the developer of the Community Property ("Community Developer") and 2) that the Master Owner will either retain the University Property and establish a university on the University Property or transfer the University Property to another private nonprofit entity ("University Property Owner"); and
- H. WHEREAS, Owner/Developer represents that all persons holding legal or equitable interests in the Property and their successors in interest shall be bound by this Agreement; and
- I. WHEREAS, the eastern portion of the community formed by the Project is located within CJUSD and the western portion of the Community is located within Elverta Joint Elementary School District ("EJESD") and Twin Rivers Unified School District ("TRUSD") boundaries; and
- J. WHEREAS, the proposed RUSP, as amended, foresees the development of approximately 1,450 dwelling units within the CJUSD; and
- K. WHEREAS, the current enrollment of CJUSD is approximately 6,300 students; and
- L. WHEREAS, the majority of the students generated by development within the RUSP will attend schools within the CJUSD; and
- M. WHEREAS, the CJUSD anticipates the Project to generate 422 elementary school students, 197 7th and 8th grade students, and 327 high school students totaling approximately 942 students within the CJUSD; and
- N. WHEREAS, the development of the Project will require the building of one (1) new elementary school within the eastern RUSP area located within CJUSD; and
- O. WHEREAS, temporary classrooms may be needed to house middle school students from the Project at Wilson Riles Middle School until a new middle school with sufficient capacity to accommodate RUSP middle school students closer to the Project is built in the Placer Vineyards Specific Plan Area or some other development project; and
- P. WHEREAS, temporary classrooms may be needed to house high school students from the Project at Center High School until a new high school with sufficient capacity to accommodate RUSP high school students closer to the Project is built in the Placer Vineyards Specific Plan area or some other development project; and
- Q. WHEREAS, the Placer County Board of Supervisors will consider approval of the Specific Plan in November 2008; and

- R. WHEREAS, the design and construction of school facilities is a multi-year process and because of the size of the development, it is anticipated that the CJUSD will need interim housing while permanent neighborhood school facilities are constructed; and
- S. WHEREAS, the Parties wish to ensure the orderly and expeditious design and construction of school facilities to house students generated by the Project; and

NOW, THEREFORE, in consideration of the terms and conditions set forth herein, the Parties agree as follows:

- 1. <u>Term.</u> This Agreement shall be effective upon execution by the Parties ("Effective Date") and shall be operative upon the approval of the RUSP and Development Agreement for the Owner/Developer by Placer County ("County"). Thereafter, this Agreement shall remain in full force and effect until the Owner/Developer and/or its successors in interest make all of the payments contemplated herein, and discharge its other duties under the Agreement.
- 2. <u>Developer Fees.</u> The CJUSD intends to assess developer fees against property within the RUSP and within the CJUSD's boundaries, pursuant to California Government Code section 65995 et seq. or 65995.5 et seq. This Agreement shall in no way condition, limit, modify or terminate these statutory rights of the CJUSD.
- 3. Covenant to Sell School Site. The Project is anticipated to generate the need to develop one (1) elementary school site ("School Site") within the CJUSD. A map of the school location within the RUSP is attached hereto as Exhibit 4, indicating the proposed School Site within parcel number "9" adjacent to a planned community park. Owner/Developer agrees to sell the School Site to the CJUSD according to the terms of this Agreement and at a price that is either mutually agreed upon by the Parties in accordance with the terms hereof or judicially determined to be fair market value. The Owner/Developer shall sell to the CJUSD the School Site in construction-ready condition as described below.
- a. <u>Separate Purchase Agreement</u>. The Owner/Developer agrees to sell the School Site to the CJUSD. The terms and conditions shall be controlled by the Sections set forth below and a separately executed purchase agreement executed prior to issuance of any building permit on property within the Project and the CJUSD.
- b. <u>Construction-Ready Parcel</u>. The School Site shall be delivered by the Owner/Developer in a construction-ready condition. Construction-ready is defined as the School Site being rough graded to the point that it is ready for building pad preparation, with utilities stubbed to the site in the location(s) selected by the CJUSD, and approved by the California Department of Education, including water, sewer, cable hookups, and fiber optics if available. In addition, curbs, gutters, and roads on two sides shall be substantially completed and available for public use as part of such construction-ready condition. In addition, the School Site shall be prepared in accordance with the standards for school site construction, as approved by the Division of State Architect and the California Department of Education, or other applicable authority and shall include all of the following:

- i) <u>Utilities.</u> Utility services off-site to include water, sewer, gas, electricity, cable television, telephone and fiber optics. (Notwithstanding the foregoing, fiber optics shall be provided only if available.)
- ii) Off-Site Development. Outside of property lines of the School Site to include: pavement of streets, curbs and gutters adjacent to the School Site and extension of paved streets and permanent or temporary sidewalks as needed to provide access to the School Site from a major roadway.
- iii) <u>Service Site Development.</u> Inside of School Site property lines to include: site clearance, demolition of any existing structures, removal/relocation of utility services, rough grading, and erosion control.
- iv) Report Preparation. Owner/Developer agrees to provide CJUSD with a Phase 1 hazard report, and a soils report for the School Site to be used by CJUSD to obtain any required California Environmental Quality Act ("CEQA") approval and Department of Education ("DOE") approval for school site construction. Owner/Developer will assist CJUSD, at no additional cost or liability to Owner/Developer, in obtaining a letter of approval for the School Site purchase from the California Department of Education prior to approval of a Tentative Map.
- v) Remediation or Replacement. If the reports prepared in paragraph 3.b.iv) above result in the need for environmental remediation measures or further testing for a specific site, the Owner/Developer who is the owner of such site shall, at its sole cost and expense, provide additional testing for the site and fully remediate the condition of the site or provide CJUSD with an equivalent School Site satisfactory to the CJUSD and approved by the California Department of Education that does not require remediation. The issues of hazardous substances remediation or site replacement shall be developed in greater detail in the subsequent purchase agreement for the school site to be entered into between the Developer and the CJUSD.
- c. <u>School Site Size.</u> The construction-ready School Site shall be approximately twelve (12) acres. In lieu of twelve (12) acres, the School Site may be ten (10) acres provided CJUSD is able to obtain a Joint Use Agreement with Placer County for two (2) acres at the adjoining park and CJUSD can obtain the approval of the California Department of Education for the School Site.
- d. Purchase of School Site. The CJUSD shall purchase the School Site to be delivered within five (5) years after completion of all construction-ready improvements for the School Site described in Section 3.b supra or within five (5) years after the 400th building permit is issued, whichever is later. The purchase price for the School Site shall be based on the fair market value of the School Site as of the date of acquisition by the CJUSD, based on an appraised value of the School Site with the completed improvements installed pursuant to Section 3.b. above. The fair market value shall assume underlying residential density for the School Site comparable to the zoning for adjacent residential development (or the average densities thereof if adjacent properties are zoned for different residential densities).

- e. <u>Lease-Purchase.</u> As an alternative to purchasing the School Site, and subject to the mutual agreement of the parties, the CJUSD may lease the School Site for a stated period of years, not to exceed five (5) years, at the end of which period the CJUSD shall purchase the School Site for the agreed-upon price, reflecting fair market value of the School Site and provide credit for the lease payments, as mutually agreed to by the parties.
- f. Withdrawal of Property Owner. In the event that Owner/Developer of the School Site, its successors in interest or other owner of the School Site refuses to enter into a Purchase Agreement and/or sell a School Site to the CJUSD as and when required hereunder, Owner/Developer shall, at its election, perform one of the following: (i) pay the fees and costs of the CJUSD in excess of the School Site's fair market value to specifically enforce the obligation of the owner of the School Site to enter into the Purchase Agreement and/or convey the applicable School Site to the CJUSD; (ii) pay the fees and costs of the CJUSD in excess of the School Site's fair market value, to acquire the School Site by eminent domain; or (3) provide the CJUSD with an equivalent replacement School Site sufficient for the needs of the CJUSD and acceptable to the CJUSD.
- 4. Manner of Financing. CJUSD expects to fund the construction, furnishing and equipping of new school facilities with a combination of CJUSD general obligation bond funds from a bond measure, Developer fees, and any State Funding contribution. This expected method of funding is contingent upon the CJUSD passing a General Obligation Bond Measure with sufficient authorization to fund the portion of this development's schools. In the event the District fails to receive sufficient authority for General Obligation Bonds to cover the land and construction costs for the schools needed for this development, the Parties agree to commence negotiations in good faith to amend this Agreement to provide an alternative funding mechanism. Provided, however, the Parties agree that the sole financial obligation of agerestricted residential development or non-residential development under this Agreement shall be to pay the school fees then authorized by statute to be levied against such uses.
- 5. <u>Binding On Heirs, Successors and Assigns.</u> This Agreement shall be binding upon and inure to the benefit of the parties and their respective heirs, successors and assigns. Retail tenants and homeowners in the Project are not heirs, successors and assigns and are not subject to this Agreement.
- 6. <u>Covenant Running With the Land.</u> This Agreement is for the benefit of the CJUSD and the Property shown in Exhibit 1 and described in Exhibit 2 and is intended to preserve the value of said Property and enhance its development. This Agreement shall be recorded in the official records of Placer County and this Agreement shall constitute a covenant running with the land.
- 7. <u>Disputes.</u> If a dispute arises relating to the interpretation of, enforcement of, or compliance with the terms of this Agreement, the Owner/Developer and the CJUSD shall first attempt to resolve such dispute through informal discussions or negotiations. Any party may convene such discussions by written notice, and shall reasonably accommodate the other parties with respect to scheduling. If the dispute is not resolved in this manner within thirty (30) days, it may be referred to mediation upon the request of either party for a period not to exceed an additional thirty (30) days. This dispute resolution process shall be undertaken in good faith and

exhausted prior to judicial review. However, compliance with this process does not waive any party's obligation to comply with, or right to assert as a defense, any applicable statute of limitations. The Parties may agree in writing to toll any applicable statute of limitations for such period as may reasonably be necessary to complete the dispute resolution process.

#### 8. Breach, Default and Cure.

- a. Notice of Breach. If a Party materially breaches or fails to comply with any of its obligations under this Agreement, such breaching party shall have thirty (30) days following receipt of written notice of breach from the non-defaulting party (the "Breach Notice") to cure such breach or noncompliance (the "Cure Period"). If such breaching party shall not have cured such breach or noncompliance within the Cure Period and after the expiration of fifteen (15) days from the later of the expiration of the Cure Period and the date it receives written notice of default (the "Default Notice"), it shall be deemed in default ("Default") under this Agreement; provided, however, that if the nature of the breach or noncompliance reasonably requires more than thirty (30) days to cure, the breaching party shall not be in Default under this Agreement so long as the breaching party commences such cure within the Cure Period and diligently prosecutes such cure, and provided further that each of the Breach Notice and the Default Notice shall set forth in reasonable detail the nature of the breach, noncompliance or Default, as the case may be. Copies of all notices required hereunder shall be sent to all Parties in this Agreement.
- b. <u>Default Remedies.</u> Upon a Default pursuant to Section 8(a), the nondefaulting Party(s) shall have the following cumulative rights and remedies: (i) to specifically enforce the obligations under this Agreement, or (ii) to exercise any and all other rights and remedies the non-defaulting Party(s) may have under this Agreement and/or under the law by reason of the Default.

# 9. <u>Assignment of Liability</u>.

- a. <u>In General.</u> Owner/Developer acknowledges that all terms and conditions of this Agreement shall be binding on all successors-in-interest, including, but not limited to purchasers of all or a portion of Owner/Developer's property. Any and all successors-in-interest shall assume all liability for all or the portion of property, subject to this Agreement, if at all, purchased from an Owner/Developer. Provided, however, bona fide, good faith purchasers of completed homes shall not be subject to the provisions of this Agreement.
- b. Notice of Assignment; Assignment and Assumption Agreement. Upon any sale or transfer of any parcel of land in bulk or individual lot which occurs prior to issuance of final building inspection or certificate of occupancy, Owner/Developer shall give written notice of the sale or transfer, including the name, address, telephone number of purchaser, donee, or transferee. The CJUSD shall require each Owner/Developer and any successor-in-interest to the Owner/Developer to execute an Assignment and Assumption Agreement in a form which reflects and acknowledges the terms of this Agreement. CJUSD will consent to the assignment to Drexel University provided Drexel University executes such an Assignment and Assumption Agreement.

This Agreement shall automatically be terminated, without any further action by either party or need to record any additional document, with respect to any residential lot within the Project, upon full payment of mitigation payments with respect to such residential lot and the completion of construction of such improved residential lot and conveyance of such improved residential lot by Owner/Developer, or any successor-in-interest of an Owner/Developer, to a bona-fide good-faith purchaser thereof. Upon satisfaction of the termination conditions for a residential lot, at the request and expense of Owner/Developer, CJUSD will execute for recordation a quit claim or other such document evidencing termination of this Agreement for such lot.

10. <u>Notices.</u> All notices or other communications that may be given under this Agreement shall be in writing and shall be served personally or by certified or first-class mail, postage prepaid, return receipt requested, or sent by overnight delivery, postage prepaid, addressed as follows for the CJUSD and as provided for Owner/Developer, or to such other address as either party may provide the other party in writing:

Center Joint Unified School District 8408 Watt Avenue Antelope, CA 95843 Attn: Assistant Superintendent, Facilities and Operations

with a copy to:

Atkinson, Andelson, Loya, Ruud & Romo 5776 Stoneridge Mall Road, Suite 200 Pleasanton, CA 94588 Attn: Elizabeth B. Hearey Telephone: (925) 227-9200

Facsimile: (925) 227-9202

Notices to Owner/Developer shall be addressed to the following address:

Placer 2780

Attention: Kyriakos Tsakopoulos 7700 College Town Drive, Suite 101

Sacramento, CA 95826 Telephone: (916) 383-2500 Facsimile: (916) 383-2511

with a copy to:

Hefner, Stark & Marois, LLP Attention: Timothy D. Taron, Esq. 2150 River Plaza Drive, Suite 450 Sacramento, CA 95833-3883 Telephone: (916) 925-6620

Facsimile: (916) 925-1127

- agreement entered into by the Parties with respect to the Property, incorporates all of the terms and conditions mentioned herein, or incidental hereto, and supersedes all negotiations and previous agreements between the Parties with respect to all or part of the subject matter thereof. All waivers of the provisions of this Agreement must be in writing and signed by the appropriate authorities of the Party to be charged. Any amendment or modification to this Agreement must be in writing and executed by CJUSD and Owner/Developer.
- 12. <u>Counterparts.</u> This Agreement may be executed in several counterparts, each of which shall be an original and all of which shall constitute but one in the same Agreement.
- 13. <u>California Law.</u> This Agreement shall be governed and construed in accordance with the laws of the state of California.

# 14. Additional Representations of Authority.

- a. Owner/Developer represents and warrants that the individual(s) executing this Agreement on its behalf have the legal power, right and actual authority to bind Owner/Developer to the terms and conditions of this Agreement.
- b. CJUSD represents and warrants that the individual(s) executing this Agreement on behalf of CJUSD have the legal power, right and actual authority to bind the CJUSD to the terms and conditions of this Agreement.
- 15. <u>Severability.</u> Should any term or provision of this Agreement be determined to be illegal or in conflict with any law of the state of California, the validity of the remaining portions or provisions shall not be affected thereby, and each term or provision of this Agreement shall be valid and be enforced as written to the full extent permitted by law.
  - 16. <u>Time.</u> Time is of the essence of this Agreement and of each and every term.
- 17. Attorney's Fees. In the event of any action or proceeding brought by either party against the other party under this Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees and costs in such action or proceeding in such amount as the court may adjudge.
- 18. <u>Assignment.</u> An Owner/Developer shall not assign this Agreement or any right or privilege CJUSD might have under this Agreement without the prior written consent of CJUSD, in its sole and exclusive discretion. Notwithstanding the foregoing, upon prior written notice to the CJUSD, Owner/Developer may assign this Agreement to Owner/Developer's subsequent purchaser(s) of Owner/Developer's property to the Master Owner as a donee of Owner/Developer's property, or any portion thereof, including builders, or to any affiliate of Owner/Developer owned or controlled by Owner/Developer, without first obtaining CJUSD consent, provided the assignee signs the Assignment and Assumption Agreement referenced in Section 9.
- 19. <u>Third Party Beneficiaries.</u> Nothing in this Agreement shall be construed to confer any rights upon any party not signatory to this Agreement.

20. <u>Exhibits.</u> The Exhibits attached to this Agreement are incorporated herein by this reference and made a part hereof. Said Exhibits are identified as follows:

Exhibit 1 Map Showing Location of Properties within Regional University

Specific Plan.

Exhibit 2 Legal Description of Owner/Developer's Property Within

Regional University Specific Plan and Center Joint Unified

School District (Placer 2780 Parcel 3)

Exhibit 3 Map of Regional University Specific Plan Component

(University and Community)

Exhibit 4 Map Showing Reserved School Site

- 21. <u>Effect of Recitals</u>. The Recitals above are deemed true and correct, are hereby incorporated into this Paragraph as though fully set forth herein, and Owner/Developer and CJUSD acknowledge and agree that they are each bound by the same.
- 22. <u>Cooperation</u>. Owner/Developer acknowledges that it may be necessary to execute documents other than those specifically referred to herein in order to accomplish the objectives and requirements that are set out in this Agreement. Both CJUSD and Owner/Developer hereby agree to cooperate with each other by executing such other documents or taking such other actions as may be reasonably necessary to complete this transaction in accordance with the intent of the Parties as evidenced in this Agreement and attached Exhibits hereto.
- 23. <u>Nondiscrimination</u>. There shall be no discrimination by Owner/Developer or CJUSD against any person on account of race, color, religion, sex, marital status, national origin, or ancestry in the performance of their respective obligations under this Agreement.
- 24. <u>Rights And Remedies Are Cumulative</u>. Except as may be otherwise expressly stated in this Agreement, the rights and remedies of the Parties are cumulative, and the exercise by any Party of one or more of its rights or remedies shall not preclude the exercise by it, at the same time or at different times, of any other rights or remedies for the same Default or any other Default by another Party.
- 25. Provisions Required By Law Deemed Inserted. Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and the Agreement shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not correctly inserted, then upon application of either Party the Agreement shall forthwith be physically amended to make such insertion or correction.
- 26. <u>Interpretation</u>. In interpreting this Agreement, it shall be deemed that the Agreement was prepared by the parties jointly and no ambiguity shall be resolved against either party on the premise that it or its attorneys were responsible for drafting this Agreement or any provision thereof. Headings used in this Agreement are for convenience and ease of reference only and are not intended nor may be constructed as a guide to interpret any provision of this

# Agreement.

- 27. <u>Due Authority Of Signatories To Execute Agreement</u>. Each individual signing this Agreement. warrants and represents that he or she has been authorized by appropriate action of the party which he or she represents to enter into this Agreement on behalf of the party.
- 28. <u>No Joint Venture.</u> The relationship of the Parties to this Agreement is determined solely by the provisions of this Agreement. This Agreement does not create and shall not be construed to create any agency, partnership, joint venture, trust or other relationship with duties or incidents different from those of parties to an arm's length contract.
- 29. <u>Eminent Domain.</u> Nothing in this Agreement shall prevent the CJUSD from exercising its rights of eminent domain pursuant to law.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective duly authorized officers.

Date:	CENTER JOINT UNIFIED SCHOOL DISTRICT
	BY: Kevin J. Jolly Its Superintendent
Date:	APPROVED AS TO FORM:
	ATKINSON, ANDELSON, LOYA, RUUD & ROMO
	BY:
	Elizabeth B. Hearey, Esq. Counsel for Center Joint Unified School District
Date:	OWNER/DEVELOPER
	PLACER 2780, A CALIFORNIA LIMITED PARTNERSHIP
	BY: AKT Development Corporation, a California Corporation, General Partner
	Ву:
	Name:
	Title:

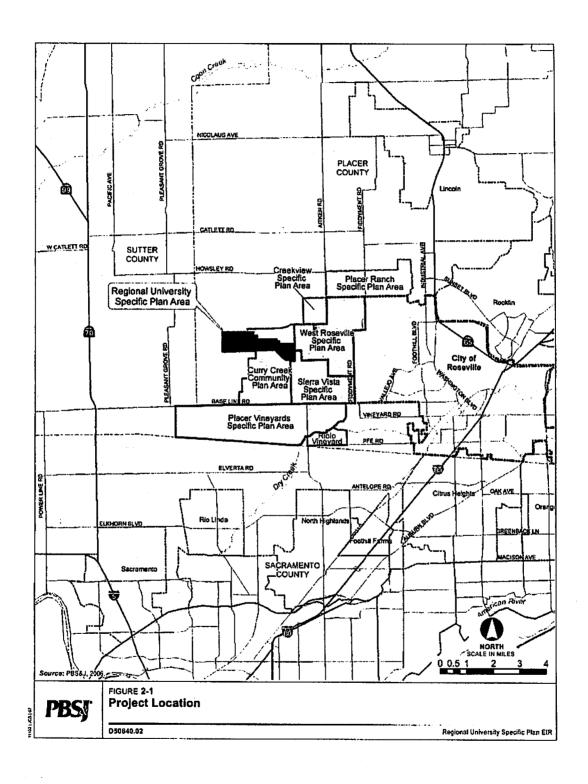
# APPROVED AS TO FORM HEFNER, STARK & MAROIS, LLP

В	Y:
	Timothy D. Taron, Counsel for Owner/Developer
Notary acknow	vledgements follow on next pages

STATE OF CALIFORNIA	)		
	)ss.		
COUNTY OF	_ )		
On	_, before me, _		Notary Public,
personally appeared		, who proved to me	on the basis of
satisfactory evidence to be	the person(s) who	se name(s) is/are subscribe	d to the within
instrument and acknowledge			
authorized capacity(ies), and			
or the entity upon behalf of wh			
•	•		
		under the laws of the State of	of California that
the foregoing paragraph is true	and correct.		
	WIT	NESS my hand and official so	eal.
		SIGNATURE OF NOTAR	RY
(Seal)			

STATE OF CALIFORNIA	)
COLINITY OF	)ss.
COUNTY OF	)
	_, before me, Notary Public
personally appeared	, who proved to me on the basis o
	he person(s) whose name(s) is/are subscribed to the within
	d to me that he/she/they executed the same in his/her/thei
	hat by his/her/their signature(s) on the instrument the person(s)
or the entity upon behalf of wh	ich the person(s) acted, executed the instrument.
I certify under PENAL	TY OF PERJURY under the laws of the State of California tha
the foregoing paragraph is true	and correct.
	WITNESS my hand and official seal.
	SIGNATURE OF NOTARY
(Seal)	
(=)	

# EXHIBIT 1 MAP SHOWING LOCATION OF REGIONAL UNIVERSITY SPECIFIC PLAN



### **EXHIBIT 2**

# LEGAL DESCRIPTION OF OWNER/DEVELOPER'S PROPERTY WITHIN REGIONAL UNIVERSITY SPECIFIC PLAN AND CENTER JOINT UNIFIED SCHOOL DISTRICT (PLACER 2780 PARCEL 3)

All that certain real property situated in the County of Placer, State of California, being a portion of Sections 21, 22 and 27, Township 11 North, Range 5 East, Mount Diablo Meridian, and being more particularly described as follows:

Parcel 3 as shown on Parcel Map No. DPM 20080287 recorded in Book 34 of Parcel Maps, at Page 108, Official Records of Placer County.

APN: 017-090-026 (ptn),

017-090-025 (ptn),

017-100-025 (ptn),

017-100-026 (ptn), and

017-150-001 (ptn)

EXHIBIT 3
MAP OF REGIONAL UNIVERSITY PLAN COMPONENTS
(UNIVERSITY AND COMMUNITY)

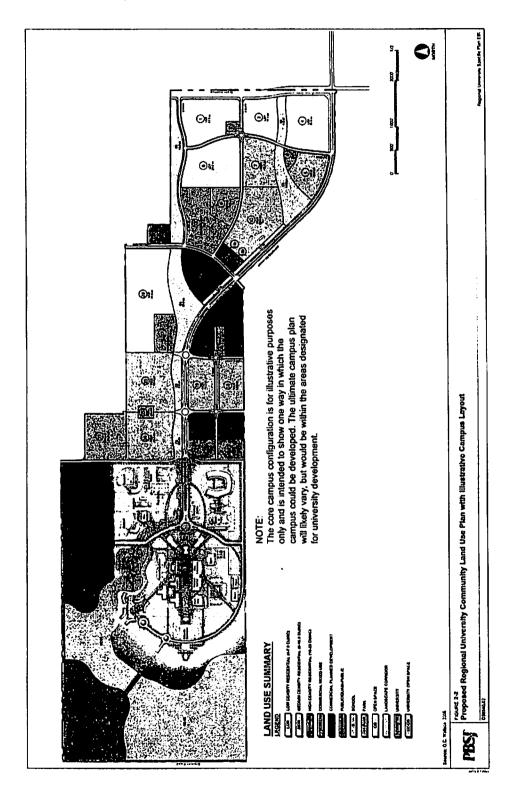
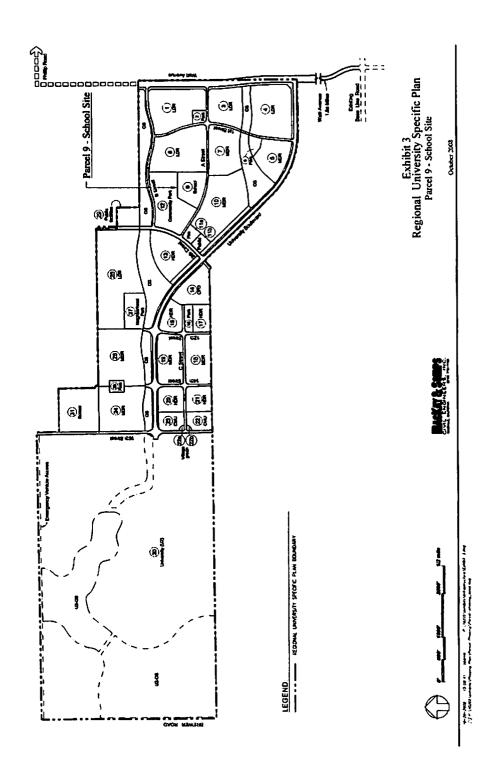


EXHIBIT 4
MAP SHOWING RESERVED SCHOOL SITE



# Center Unified School District

		AGENDA REQUEST FOR:
Dept./Site: Facilities & Operations Department		
Date:	November 5, 2008	Action Item
To:	Board of Trustees	Information ItemX
From:	Craig Deason, Assist. Supt.	# Attached Pages
Assist.Supt. Initials:		

### SUBJECT: **Transportation Committee Report** The Transportation Committee met on October 9, at 11:00 to discuss Intra-district transportation and identification in busses. Following are the key points and recommendations: Intra-district Transportation - no other districts offer intra-district transportation - students already have a ride to their home school - there are bigger issues to support in transportation (i.e. WCR 2 mile limit) - only one person has asked for an exception Recommendation: Do not change current practice at this time. Student Identification on Busses: - ID cards are required in surrounding districts only if they charge for transportation - only 1 safety issue regarding student ID on record - Drivers identify illegal riders on busses - Dudley to consider pilot site monitored bus rider ID program Recommendation: Do not implement bus ID cards at this time. Below is the information requested on intra-district transfer locations: 15 **Dudley students that attend North Country** 29 **Dudley students that attend Oak Hill** 31 **Dudley students that attend Spinelli** North Country students that attend Dudley 2 North Country students that attend Oak Hill North Country students that attend Spinelli 19 Oak Hill students that attend Dudley 13 Oak Hill students that attend North Country Oak Hill students that attend Spinelli 3 Spinelli students that attend Dudley 16 Spinelli students that attend North Country Spinelli students that attend Oak Hill

# Center Unified School District

		AGENDA REQUEST FOR:	
Dept./Site:	Superintendent's Office	Action Item	
То:	Board of Trustees	Information ItemX	
Date:	November 5, 2008	# Attached Pages	
From: Dr. Kevin J. Jolly, Superintendent Principal/Administrator Initials:			

SUBJECT: Board Development

The Board of Trustees will be reviewing and discussing Board Bylaws 9123 - 9223.

**RECOMMENDATION: information only** 

AGENDA ITEM: XIII-1

BB 9123 Board Bylaws

Clerk

At the annual organizational meeting, the Governing Board shall elect a clerk from its own membership. (Education Code 35143)

(cf. 9100 - Organization)

The duties of the clerk shall be to:

- 1. Certify or attest to actions taken by the Board when required
- 2. Maintain such other records or reports as required by law
- 3. Sign the minutes of Board meetings following their approval

(cf. 9324 - Minutes and Recordings)

- 4. Sign documents on behalf of the district as directed by the Board
- 5. Serve as presiding officer in the absence of the president

(cf. 9121 - President)

6. Perform any other duties assigned by the Board

### Legal Reference:

**EDUCATION CODE** 

17593 Repair and supervision of property (duty of district clerk)

35038 Appointment of clerk by county superintendent of schools

35039 Dismissal of clerk

35121 Appointment of clerk in certain city and high school districts

35143 Annual organizational meetings

35250 Duty to keep certain records and reports

38113 Duty of clerk (re provision of school supplies)

**GOVERNMENT CODE** 

54950-54963 Ralph M. Brown Act

Management Resources:

**CSBA PUBLICATIONS** 

CSBA Professional Governance Standards, 2000
Maximizing School Board Leadership: Boardsmanship, 1996

WEB SITES

CSBA: http://www.csba.org

Bylaw CENTER UNIFIED SCHOOL DISTRICT adopted: October 1, 2003 Antelope, California

BB 9124 Board Bylaws

Attorney

The Governing Board recognizes the complex legal environment in which school districts operate and desires reliable, dependable legal advice. The Board also supports collaborative legal efforts with other agencies and districts in order to promote the district's interests.

(cf. 1160 - Political Processes)

The Board may use the county counsel, district attorney, or private attorneys to meet the needs of the district.

The district's legal counsel may:

- 1. Render legal advice to the Board and the Superintendent or designee.
- 2. Serve the Board and the Superintendent or designee in the preparation and conduct of district litigation and administrative proceedings.
- 3. Render advice on school bond and tax increase measures and prepare the necessary forms for the voting of these measures.
- 4. Perform other administrative duties as assigned by the Board and Superintendent or designee.
- 5. Provide representation and defend Board members and employees in any civil action or proceedings brought against them on account of an act or omission within the scope of their employment or within the scope of their official duties and provide representation and defend the district in such actions.

The Superintendent may confer with the district's legal counsel at his/her discretion and shall provide the Board with desired legal information when so directed by a majority of the Board. The Board also may authorize a specific member to confer with legal counsel on behalf of the Board.

(cf. 9000 - Role of Board and Members)

(cf. 9200 - Members (Limits of Authority)

(cf. 9321 - Closed Sessions)

Legal Reference:

**EDUCATION CODE** 

35041 Administrative adviser

35041.5 Legal counsel: Relieving duties of county counsel and district attorney

35204 Contract with attorney in private practice

35205 Contract for legal services

**GOVERNMENT CODE** 

814-895.8 Liability of public entities and public employees

995-996.6 Defense of public employees

26520 Legal services to school districts

Bylaw CENTER UNIFIED SCHOOL DISTRICT adopted: May 19, 1993 Antelope, California

BB 9125 Board Bylaws

Auditor

In compliance with existing state laws, the Governing Board will contract each year with a reputable certified public accountant or accounting firm for audit of all district books; said audit to include all district accounts.

Bylaw adopted

CENTER UNIFIED SCHOOL DISTRICT

by the Board: April 16, 1986

Antelope, California

BB 9130 Board Bylaws

Committees

### Committee of the Whole

The Governing Board is organized as a unit and action is taken by the Board only when members are sitting as a Board in regular, adjourned, or special meetings. It is the policy of the Board not to provide for standing or special committees. All matters coming to the attention of the Board are considered by the Board in an official meeting as a committee of the whole.

This is not to be construed as prohibiting the assignment of a specific task to one or more members of the Board by the president for study and reporting back to the Board for its official action or considerations.

### **Temporary Committees**

The Board shall always act as a whole, and there shall be no standing committees.

No individual member and no group comprised of less than the full membership shall be designated as a permanent committee

to perform any of the Board's function except those for which state law requires signatories.

A temporary committee may be used for study, fact finding or performance of specific assignment and will dissolve upon completion of the assigned task.

Board members shall not hold membership on any citizens advisory committee formed by the Board. This shall not preclude Board members acting as ex officio members.

Legal Reference:

**EDUCATION CODE** 

35014 Adoption of rules by governing boards for its own governance

35024 Executive committee

35160 Powers of governing board commencing January 1, 1976

Bylaw adopted

CENTER UNIFIED SCHOOL DISTRICT

by the Board: April 16, 1986

Antelope, California

BB 9140
Board Bylaws

**Board Representatives** 

### Labor Relations Negotiators

The Governing Board shall designate a chief negotiator to represent it in negotiations with employee organizations.

### **Board Representative**

The district Superintendent is officially delegated as the representative of the board to consult with the negotiator.

The Board itself will not negotiate with any employee organization directly. The Board's role in the negotiation process will be to:

- 1. Obtain the most competent negotiations representative it is able to secure.
- 2. Act in good faith from a position of fairness.
- 3. Establish parameters and determine its positions in the Board proposal.
- 4. Express these positions through its designated spokesperson.
- 5. Be informed by the negotiating team periodically.
- 6. Keep all differences between Board members behind closed doors in executive session.
- 7. Maintain its dedication to the school children and taxpayers.

### Other Advisory Committees

The Board may appoint any of its members to serve on advisory committees, or as representatives to other public agencies or organizations when the Board deems such appointments desirable, contingent on acceptance of the appointment by the member.

At its annual organizational meeting, the Board shall designate one Board member as its representative to elect members to the county committee on school district organization. (Education Code 35023)

The Board shall provide the representative with nominees to this committee.

A Board member is eligible serve as a member of the county committee on school district organization. (Education Code 4007)

(cf. 9100 - Organization)

Legal Reference:

**EDUCATION CODE** 

4000-4014 County committees on school district organization 35020-35046 School district officers and agents (power of governing board to employ or appoint)

35160 Authority of governing boards GOVERNMENT CODE

54952.2 Meetings

Bylaw CENTER UNIFIED SCHOOL DISTRICT

adopted: June 19, 1996 Antelope, 1996

BB 9150 Board Bylaws

**Student Board Members** 

The Board believes it is important to seek out and consider students' ideas, viewpoints and reactions to the educational program. In order to provide student input and involvement, the Board shall include a student Board member, selected in accordance with procedures approved by the Board, from each school serving any grades nine through twelve.

The term of student Board members shall be one calendar year, commencing on July 1. Student Board members shall have the right to attend all Board meetings except closed sessions. (Education Code 35012)

Student Board members shall be seated with regular Board members and be recognized at meetings. They may participate in discussion of all issues except those related to closed sessions. (Education Code 35012)

Student Board members shall not receive compensation for attendance at Board meetings. (Education Code 35012)

### 1. Intent:

The Board recognizes that the participation of students in the activities of the district's governance may be mutually beneficial to the students and the Board and thereby establishes the position of student member of the Board.

The Board encourages the participation of its student member by proposing that the student member provide input, including advisory recommendations, to the Board on any items.

### 2. Selection:

One student shall be selected from each school serving any grades nine through twelve to serve as a student member to the Board

### 3. Purpose:

The member shall try to represent ideas of the students to the Board in matters of concern to the students.

### 4. Qualifications:

- a. Students must be upper classmen within the last two years of the grades served within the school.
- b. Students shall comply with standards set up in the Student Handbook for extra curricular eligibility.

### 5. Terms:

The student member of the Board shall serve one school year beginning July 1.

### 6. Duties:

- a. The student member of the Board has the responsibility to attend the first regular Board Meeting of each month, except closed sessions.
- b. They will read and become familiar with the agenda provided prior to each meeting.
- c. They will consider requesting the movement of agenda items to be discussed earlier in the meeting in order to facilitate their participation.
- d. To act as a liaison between students, student council and the Board, and to provide substantive comments on the direction, climate, and culture of their school.
- e. To establish communications with district students.
- f. To provide input on Board items.
- g. The student member does not vote on Board items.
- h. Propose agenda changes

### 7. Allowances:

The student member of the Board may receive out-of-district travel and conference allowance, when approved in advance by the Board, but shall not receive compensation for attendance at Board meetings.

### 8. Termination of Office:

The student member of the Board:

- a. May be released if the student misses three meetings with three unexcused absences.
- b. Will no longer hold office upon termination of enrollment, i.e., change of residence,

mid-year graduation.

- c. May be terminated by a majority vote of the Board upon infraction of school rules and/or district policies.
- d. May be released if site authorization that placed them in to office is removed.

Legal Reference:

**EDUCATION CODE** 

33000.5 Appointment of student members to State Board of Education 35012 Board members; number, election and terms; pupil members GOVERNMENT CODE

3540-3549.3 Meeting and Negotiating in Public Educational Employment

Bylaw CENTER UNIFIED SCHOOL DISTRICT

adopted:

October 4, 1993

Antelope, California

revised:

May 2, 2007

BB 9200 Board Bylaws

Limits Of Board Member Authority

The Governing Board recognizes that the Board is the unit of authority over the district and that a Board member has no individual authority. Board members shall hold the education of students above any partisan principle, group interest, or personal interest.

```
(cf. 1160 - Political Processes)
(cf. 9000 - Role of the Board)
(cf. 9005 - Governance Standards)
(cf. 9270 - Conflict of Interest)
(cf. 9323 - Meeting Conduct)
```

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent. Board members shall refer Board-related correspondence to the Superintendent for forwarding to the Board or for placement on the Board's agenda, as appropriate.

```
(cf. 1340 - Access to District Records)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9322 - Agenda/Meeting Materials)
```

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Superintendent or designee so that the problem may receive proper consideration and be handled through the appropriate district process.

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(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3320 - Claims and Actions Against the District)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
```

A Board member whose child is attending a district school should be aware of his/her role as a Board member when interacting with district employees about his/her child.

Because his/her position as a Board member may inhibit the performance of school personnel, the Board member should inform the Superintendent or designee before volunteering in his/her child's classroom.

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act. (Government Code 54952.1)

### Legal Reference:

**EDUCATION CODE** 

200-262.4 Prohibition of discrimination

7054 Use of district property

35010 Control of district; prescription and enforcement of rules

35100-35351 Governing boards, especially:

35160-35184 Powers and duties

35291 Rules

35292 Visits to schools (Board members)

51101 Rights of parents/guardians

**GOVERNMENT CODE** 

54950-54962 The Ralph M. Brown Act, especially:

54952.1 Member of a legislative body of a local agency

54952.7 Copies of chapter to members of legislative body

### Management Resources:

**CSBA PUBLICATIONS** 

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardsmanship, 1996

**WEB SITES** 

CSBA: http://www.csba.org

Bylaw CENTER UNIFIED SCHOOL DISTRICT adopted: October 18, 2006 Antelope, California

BB 9220 Board Bylaws

Governing Board Elections

Any person is eligible to be a Governing Board member, without further qualifications, if he/she is 18 years of age or older, a citizen of the state, a resident of the school district, a registered voter, and not legally disqualified from holding civil office. (Education Code 35107)

A district employee elected to the Board shall resign his/her position before being swom in or shall have his/her employment automatically terminated upon being sworn into office. (Education Code 35107)

(cf. 9224 - Oath of Affirmation) (cf. 9270 - Conflict of Interest)

Whenever possible, the Board shall consolidate Board elections with the local municipal or statewide primary or general election. Board election procedures shall be conducted in accordance with state and federal law.

(cf. 9110 - Terms of Office)

Campaign Conduct

In order to help protect the public's trust in the electoral process as well as the public's confidence in the Board and district, the Board encourages all candidates to sign and adhere to the principles in the Code of Fair Campaign Practices pursuant to Elections Code 20440.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 9005 - Governance Standards)

Statement of Qualifications

The district shall assume no part of the cost of printing, handling, translating, or mailing of candidate statements filed pursuant to Elections Code 13307. As a condition of having candidate statements included in the voter's pamphlet, the district may require candidates to pay their estimated pro rata share of these costs to the district in advance pursuant to Elections Code 13307.

On the 125th day prior to the day fixed for the general district election, the Board

secretary or his/her designee shall deliver a notice, bearing the secretary's signature and district seal, to the county elections official describing both of the following: (Elections Code 10509)

- 1. The elective offices of the district to be filled at the general election and which offices, if any, are for the balance of an unexpired term
- 2. Whether the district or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

(cf. 9223 - Filling Vacancies)

Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

Tie Votes in Board Member Elections

Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall immediately notify the candidates who received the tie votes of the time and place where lots shall be cast to determine the winner. (Education Code 5016)

### Legal Reference:

**EDUCATION CODE** 

1006 Qualifications for holding office, county board of education

5000-5033 Elections

5220-5231 Elections

5300-5304 General provisions (conduct of elections)

5320-5329 Order and call of elections

5340-5345 Consolidation of elections

5360-5363 Election notice

5380 Compensation (of election officer)

5390 Qualifications of voters

5420-5426 Cost of elections

5440-5442 Miscellaneous provisions

7054 Use of district property

35107 Eligibility; school district employees

35177 Campaign expenditures or contributions

35239 Compensation of governing board member of districts with less than 70 ADA

**ELECTIONS CODE** 

1302 Local elections, school district election

2201 Grounds for cancellation

4000-4004 Elections conducted wholly by mail

10400-10418 Consolidation of elections

10509 Notice of election by secretary

10600-10604 School district elections

13307 Candidate's statement

13309 Candidate's statement, indigency

20440 Code of Fair Campaign Practices

**GOVERNMENT CODE** 

1021 Conviction of crime

1097 Illegal participation in public contract

12940 Nondiscrimination, Fair Employment and Housing Act

81000-91014 Political Reform Act

PENAL CODE

68 Bribes

74 Acceptance of gratuity

424 Embezzlement and falsification of accounts by public officers

661 Removal for neglect or violation of official duty

CALIFORNIA CONSTITUTION

Article 2, Section 2 Voters, qualifications

Article 7, Section 7 Conflicting offices

Article 7, Section 8 Disqualification from office

**COURT DECISIONS** 

Randall v. Sorrell, (2006) 126 S.Ct. 2479

ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 49 (2002)

83 Ops.Cal.Atty.Gen. 181 (2000)

81 Ops.Cal.Atty.Gen. 98 (1998)

69 Ops.Cal.Atty.Gen. 290 (1986)

### Management Resources:

**WEB SITES** 

California Secretary of State's Office: http://www.ss.ca.gov Fair Political Practices Commission: http://www.fppc.ca.gov Institute for Local Self Government: http://www.islg.org

Bylaw CENTER UNIFIED SCHOOL DISTRICT adopted: May 2, 2007 Antelope, California

BB 9223 Board Bylaws

Filling Vacancies

Events Causing a Vacancy

A vacancy on the Governing Board may occur by a failure to elect or for any of the following events:

- 1. The death of an incumbent. (Government Code 1770)
- 2. The adjudication pursuant to a quo warranto proceeding declaring that an incumbent is physically or mentally incapacitated due to disease, illness, or accident and that there is reasonable cause to believe that the incumbent will not be able to perform the duties of his/her office for the remainder of his/her term. (Government Code 1770)
- 3. A Board member's resignation. (Government Code 1770)

A vacancy resulting from resignation occurs when the written resignation is filed with the County Superintendent of Schools having jurisdiction over the district, except where a deferred effective date is specified in the resignation so filed, in which case the resignation shall become operative on that date. Upon being filed with the County Superintendent, a written resignation, whether specifying a deferred effective date or otherwise, shall be irrevocable. (Education Code 5090)

A Board member may not defer the effective date of his/her resignation for more than 60 days after he/she files the resignation with the County Superintendent.

- 4. A Board member's removal from office, including recall. (Government Code 1770; Elections Code 11384)
- 5. A Board member's ceasing to be an inhabitant of the state or resident of the district. (Government Code 1770)
- 6. A Board member's absence from the state beyond the period allowed by law without the permission required by law. (Government Code 1770)

No Board member shall be absent from the state for more than 60 days, except in any of the following situations: (Government Code 1064)

a. Upon business of the school district with the approval of the Board

- b. With the consent of the Board for an additional period not to exceed a total absence of 90 days
- c. For federal military deployment not to exceed six months as a member of the armed forces of the United States or the California National Guard

If the absence of the Board member for this purpose exceeds six months, the Board may approve an additional six-month absence upon a showing that there is a reasonable expectation that the member will return within the second six-month period, and the Board may appoint an interim member to serve in his/her absence. If two or more members of the Board are absent by reason of these circumstances, and those absences result in the inability to establish a quorum at a regular meeting, the Board may immediately appoint one or more interim members, as necessary to enable the Board to conduct business and discharge its responsibilities.

d. In the case of illness or other urgent necessity, and upon a proper showing thereof, the time limited for absence from the state may be extended by the Board for an additional period not to exceed 30 days.

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

- 7. A Board member's ceasing to discharge the duties of his/her office for the period of three consecutive months, except when prevented by sickness or when absent from the state with the permission required by law. (Government Code 1770)
- 8. A Board member's conviction of a felony or any offense involving a violation of his/her official duties. (Government Code 1770)
- 9. A Board member's refusal or neglect to file his/her required oath or bond within the time prescribed. (Government Code 1770)

(cf. 9224 - Oath or Affirmation)

- 10. The decision of a competent tribunal declaring void a Board member's election or appointment. (Government Code 1770)
- 11. The making of an order vacating a Board member's office or declaring the office vacant when the officer fails to furnish an additional or supplemental bond. (Government Code 1770)
- 12. A Board member's commitment to a hospital or sanitarium by a court of competent jurisdiction as a drug addict, dipsomaniac, inebriate, or stimulant addict; in this event, the office shall not be deemed vacant until the order of commitment has become final. (Government Code 1770)

### Timelines for Filling a Vacancy

When a vacancy occurs, the Board shall take the following action, as appropriate:

- 1. When a vacancy occurs less than four months before the end of a Board member's term, the Board shall take no action. (Education Code 5093)
- 2. When a vacancy occurs four or more months before the end of a Board member's term, the Board shall, within 60 days of the date of the vacancy or the filing of the member's deferred resignation, either order an election or make a provisional appointment, unless a special election is mandated as described below. (Education Code 5091)
- 3. When a vacancy occurs from six months to 130 days before a regularly scheduled Board election at which the position is not scheduled to be filled, a special election to fill the position shall be consolidated with the regular election. The person so elected shall take office at the first regularly scheduled Board meeting following the certification of the election and shall serve only until the end of the term of the position which he/she was elected to fill. (Education Code 5093)

### **Provisional Appointments**

When the special election described above is not required, the Board may make a provisional appointment. (Education Code 5091, 5093)

The first action of the board shall be to offer the provisional appointment to the person who received the next highest number of votes during the most recent Board member election. If that person is no longer available or declines the appointment.

In order to draw from the largest possible number of candidates, the Board shall advertise in the local media to solicit candidate applications or nominations. A committee consisting of less than a quorum of the Board shall ensure that applicants are eligible for Board membership and announce the names of the eligible candidates. The Board shall interview the candidates at a public meeting, accept oral or written public input, and select the provisional appointee by a majority vote.

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(cf. 9130 - Board Committees)
(cf. 9220 - Governing Board Elections)
(cf. 9323.2 - Actions by the Board)
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In order to serve on the Board, a person must meet the eligibility requirements specified in Education Code 35107.

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(cf. 9220 - Governing Board Elections)
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Within 10 days after the appointment is made, the Board shall post notices of the actual

vacancy, or the filing of a deferred resignation, and the provisional appointment. The notice shall be published in the local newspaper pursuant to Government Code 6061 and posted in at least three public places within the district. (Education Code 5092)

The notice shall contain: (Education Code 5092)

- 1. The date of the occurrence of the vacancy or the date of the filing of, and the effective date of, the resignation
- 2. The full name of the appointee
- 3. The date of appointment
- 4. A statement notifying the voters that unless a petition calling for a special election pursuant to Education Code 5091 is filed in the office of the County Superintendent of Schools within 30 days of the provisional appointment, it shall become an effective appointment

The person appointed shall hold office until the next regularly scheduled election for district Board members and shall be afforded all the powers and duties of a Board member upon appointment. (Education Code 5091)

Legal Reference:

**EDUCATION CODE** 

5000-5033 Elections

5090-5095 Vacancies

5200-5208 Districts governed by boards of education

5300-5304 Elections

5320-5329 Order and call of election

5340-5345 Consolidation of elections

5360-5363 Election notice

5420-5426 Cost of elections

5440-5442 Miscellaneous provisions, elections

35107 Eligibility of board members

35178 Resignation with deferred effective date

**ELECTIONS CODE** 

10600-10604 School district elections

11381-11386 Candidates for recall

GOVERNMENT CODE

1064 Absence from state

1770 Vacancies: definition

3060-3075 Removal other than by impeachment

6061 One time

54950-54963 The Ralph M. Brown Act

ATTORNEY GENERAL OPINIONS

58 Ops.Cal.Atty.Gen. 888 (1975)

Management Resources:

WEB SITES

CSBA: http://www.csba.org

California State Attorney General's Office, Quo Warranto Applications:

http://caag.state.ca.us/opinions/quo.htm

Bylaw CENTER UNIFIED SCHOOL DISTRICT adopted: March 2, 2005 Antelope, California

# **CONSENT AGENDA**

# Center Unified School District

		The second of th		
		AGENDA REQUEST FOR:		
Dept./Site:	Superintendent's Office	Action ItemX		
То:	Board of Trustees	Information Item		
Date:	November 5, 2008	#Attached Pages		
From:	Dr. Kevin J. Jolly, Superintendent			
Principal's Initials:				

**SUBJECT: Adoption of Minutes** 

The minutes from the following meeting are being presented:

October 15, 2008 Regular Meeting

RECOMMENDATION: CUSD Board of Trustees approve presented minutes.

# **CENTER UNIFIED SCHOOL DISTRICT**

### **BOARD OF TRUSTEES REGULAR MEETING**

Spinelli Elementary School - Cafeteria 3401 Scotland Drive, Antelope, CA 95843

Wednesday, October 15, 2008

### MINUTES

CALL TO ORDER - President Friedman called the meeting to order at 6:00 p.m.

ROLL CALL - Trustees Present: Mrs. Anderson, Mr. Blenner, Mr. Friedman.

Mrs. Williams, Mr. Wilson

Administrators Present: Dr. Jolly, Superintendent

Scott Loehr, Assist. Supt., Curriculum & Instruction

George Tigner, Director of Personnel Jeanne Bess, Director of Fiscal Services

Administrators Absent: Craig Deason, Assist. Supt., Operations & Facilities

FLAG SALUTE - led by Kris Schmieder

ADOPTION OF AGENDA - approved adoption of agenda as presented.

Motion: Blenner Vote: General Consent

Second: Anderson

### **ORGANIZATION REPORTS**

- 1. CUTA Ann Neal, President, reported that they resolved the pair of grievances regarding class sizes at the high school. She thanked the district for working with the union. Dr. Jolly and the Board were invited the CTA/NEA dinner. She indicated that the purpose of the dinner is to assist in improving relations with the district and provides information about CTA/NEA.
- 2. CSEA Marie Huggins, President, thanked Dr. Jolly and Mr. Wilson for speaking to CSEA about finance matters. She invited the Board to attend a chapter meeting. It was announced that the union is getting ready for annual elections. The positions up for election this year are: Treasurer, Vice President, and Chief Job Steward.

### **REPORTS/PRESENTATIONS**

- 1. Site Student Intervention Report Kristin Schmieder, Principal at Spinelli Elementary, presented her site intervention report which covered the physical, social, emotional and academic needs of the students and how they work to meet them.
- 2. Update on District Goals Scott Loehr, Assistant Superintendent of Curriculum and Instruction, reported on this year's district goals and the progress that has been made so far.

**PUBLIC COMMENTS - None** 

### **BOARD/SUPERINTENDENT REPORTS**

### Mr. Wilson

- had nothing to report.

### Mrs. Williams

- asked that the Board focus on the next budget workshop (set date in November as an evening meeting – will poll the board. – Carol email for a response); would like budget items only!

### Mrs. Anderson

- noted that she enjoyed her tour at North Country today
- again mentioned receiving a wonderful letter regarding Mr. Chamberlain
- inquired on the Roseville Chamber Teacher recognition

### Mrs. Blenner

- expressed sympathy for the family of Alex Martinez
- thanked the students from his American Government class for bing in attendance this evening
- wished Mrs. Anderson and Mr. Friendman good luck on the upcoming election

### Dr. Jolly

- noted that he was impressed with the staff at Dudley in supporting the family, students and staff during the loss of the student

### Mr. Friedman

- welcomed the students who were at the CUSD Board meeting
- noted that he had a wonderful tour at Spinelli a couple of months ago
- noted that he watched the transportation department on Monday
- noted that he attended Mr. Chamberlain's class on Monday; spoke to the students
- thanked the Dudley staff in the handling of the death of the student yesterday

### **BOARD DEVELOPMENT**

Board Bylaws (9000 - 9122)

There were no comments or questions.

### **CONSENT AGENDA**

- 1. Approved Adoption of Minutes from October 1, 2008 Regular Meeting
- 2. Approved Certificated Personnel Transactions
- 3. Approved Classified Personnel Transactions
- 4. Approved CHS Media Communications Students to San Francisco Area
- 5. Approved CHS Media Communications Students to Southern California
- 6. Approved CHS Media Communications Students to Northern California Coast
- 7. Approved Amendment #1 to Contracts for DSA Inspection Services for Dudley and Spinelli Modernization Projects
- 8. Approved Notice of Completion for Rex Fortune Elementary Site Remediation Project #08-02
- 9. Approved Payroll Orders: July 2008 through September 2008
- 10. Approved Supplemental Agenda (Vendor Warrants)

Motion: Wilson Vote: General Consent

Second: Blenner

### **INFORMATION ITEMS**

1. Workshop: "AVID Path Training" - D. French (WCR)

2. Workshop: "Behavior Management" - S. Hoover & K. Leclaire (WCR)

Workshop: "1099 Reporting Concepts" - M. Churchill (Bus. Off.) 3.

### **BUSINESS ITEMS**

### A. APPROVED - Placing Times on the Agenda

Motion: Wilson Second: Blenner

It was recommended that a notation be placed on the agenda that times are approximate, guideposts. Mr. Wilson proposed an amendment that we reflect minutes not times.

Motion Passed

Motion: Wilson Ayes: Anderson, Blenner, Friedman, Wilson

Second: Blenner Noes: Williams

#### B. APPROVED - First Reading: Board Policies/Regulations/Exhibits

BP 4132/4232/4332

Motion: Anderson Vote: General Consent

Second: Blenner

BP 4161/4261/4361

With changes to be made, adding Religious Observances back into the list of justifiable reasons for

employee absence.

Motion: Wilson Vote: General Consent

Second: Blenner

BP/AR 5112.1

Motion: Blenner Vote: General Consent

Second: Anderson

BP/AR 6142.1

Motion: Blenner Second: Anderson

There was a substitute motion to reject this revision:

Motion: Wilson Second: None

There was no second, the motion dies. Back to the original motion to approve as presented.

Motion passed.

Motion: Blenner Vote: Anderson, Blenner, Williams

Second: Anderson Noes: Friedman, Wilson

# C. APPROVED - <u>Second Reading: Board Policies/Regulations/Exhibits</u>

Motion: Blenner

Vote: Anderson, Blenner, Friedman, Williams,

Second: Anderson

Noes: Wilson

# D. APPROVED - <u>Appointment of Members of the Citizens' Oversight Committee to Oversee Bond Proceeds, Expenditures and Audits</u>

Motion: Blenner

Vote: General Consent

Second: Anderson

## E. APPROVED - First Reading: Board Bylaw Exhibit 9323.2

Motion: Wilson

Vote: General Consent

Second: Williams

## F. APPROVED - <u>Certification of Provision of Standards-Aligned Instructional Materials</u>

Motion: Wilson

Vote: General Consent

Second: Blenner

### ADVANCE PLANNING

a. Future Meeting Dates:

i. Wednesday, November 5, 2008 @ 6:00 p.m. - Global Youth Charter School - Cafeteria

b. Suggested Agenda Items: none

### ADJOURNMENT – 7:33 p.m.

Motion: Blenner

Vote: General Consent

Second: Wilson

Respectfully submitted,

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

Donald E. Wilson, Clerk

Board of Trustees

**Adoption Date** 

# Center Unified School District

**AGENDA REQUEST FOR:** 

Dept./Site:

**Personnel Department** 

**Action Item** 

<u>X</u>

Date:

November 5, 2008

**Information Item** 

To:

**Board of Trustees** 

# Attached Pages

1

From:

George Tigner, Director of Personnel

**Subject: Certificated Personnel Transactions** 

### **New Hire**

Mary Keesling, North Country Elementary School

### Retirement

Bob Eason, Center High School

Recommendation: Approve Certificated Personnel Transactions as Submitted

### New Hire

Mary Keesling has been hired as a Fifth Grade Teacher, North Country Elementary School, effective October 15, 2008.

### Retirement

Bob Eason has submitted his intent to retire from his position as Physical Education Teacher, Center High School, effective December 19, 2008.

### Center Unified School District

Dept./Site:

**Personnel Department** 

Date:

November 5, 2008

Action Item X

To:

**Board of Trustees** 

Information Item

From:

George Tigner,
Director of Personnel

# Attached Pages \_\_\_1

**AGENDA REQUEST FOR:** 

SUBJECT: CLASSIFIED PERSONNEL TRANSACTIONS

**RESIGNATION:** Jean Galang, Health Services

**NEW HIRE:** 

Maria Diggs, Transportation

**Brianca Ryan, Center High School** 

Kevin Koons, Maintenance

**RECOMMENDATION: Approve Classified Personnel Transactions as Submitted** 

**CONSENT AGENDA** 

AGENDA ITEM# XIV-3

Jean Galang will resign from her position as Health Assistant effective November 7, 2008.

Maria Diggs has been hired as a Bus Driver effective October 16, 2008.

Brianca Ryan has been hired as an Instructional Specialist, Center High School, effective October 17, 2008.

Kevin Koons has been hired as a Maintenance Worker effective October 22, 2008.

### Center Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Personnel Department	
Date:	November 5, 2008	Action Item X
To:	Board of Trustees	Information Item
From:	George Tigner, Director of Personnel	# Attached Pages

### **SUBJECT:**

### **CUSD EMPLOYEE BENEFITS PLAN**

George Tigner, Director of Personnel, is requesting approval of the Governing Board of the District's Confidential, Certificated and Classified Management employee benefits plan for the 2008/09 school year.

**RECOMMENDATION:** Approve District Employee Benefits Plan As Presented.

### Center Unified School District Health Plan Premiums

As of January 1, 2009

	All En	nployees	
	School Bo	ard Members	Total
	District Cost	Employee Cost	Premium
Western Health HMO			
Employee only	468.19	0.00	468.19
Employee + one	637.58	343.31	980.89
Employee + family	910.22	490.12	1,400.34
Kaiser HMO			
Employee only	471.75	0.00	471.75
Employee + one	643.94	346.74	990.68
Employee + family	919.91	495.34	1,415.25
Dental (composite)			
\$2000 cap	100.28	21.32	121.60
DPO	88.36	14.98	103.34
DPO - Network			90.50
Vision (composite)			
SVP	19.98	0.00	19.98
(Employee paid if taking Kaiser HMO)			
Cash in Lieu:			
Certificated Mgmt	150*		
Classified Mgmt	205*		
Confidential	205*		
Classified	258.51**		

<sup>\*</sup>Frozen & Grandfathered 1/1/04; Certificated CIL eliminated Jan 1, 2006

### Life Insurance (District Paid for Basic)

Certificated Mgmt - 150,000; School Board, Classified, & Certificated - 25,000 Classified Mgmt & Confidential - 50,000

09 Health Plan Premiums 10/24/2008

<sup>\*\*</sup>Frozen & Grandfathered 1/1/05

<sup>\*\*</sup> Board members who enter a new term or new board members will follow Classified benefits (including \$25,000 Life Insurance) effective 11/04. In addition, Board members are not eligible for Cash in Lieu of medical benefits.

### Center Unified School District

**AGENDA REQUEST FOR:** 

Dept./Site:

**Instructional Services** 

Date:

To:

November 5, 2008

**Board of Trustees** 

From:

Scott Loehr

**Assistant Superintendent** 

اnitials: ج.د.

Action Item X

Information Item

# Attached Pages

SUBJECT: 2008/2009 Individual Service Agreements

Please approve the following Individual Service Agreements for special education students to receive services at nonpublic school/agencies during the 2008/09 fiscal year.

Individual Service Agreements:

2008/09-91, 95-96 Rancho Learning Center \$91,052.10 2008/09-92-94 **Med Trans** \$21,930.00 2008/09-97 Sierra School \$25,899.20

**RECOMMENDATION:** CUSD Board of Trustees approve the 2008-2009 Individual Service Agreements for special education students to receive services.

AGENDA ITEM # XIV-5

## CONSENT AGENDA

### Center Unified School District

	AGENDA REQUEST FOR:
Dept./Site: Global Youth Charter School	
Date: October 24, 2008	Action Item
To: Board of Trustees	Information Item X
From: Global Youth Charter School	# Attached Pages
Principal's Initials: <u>ALE</u>	

List attached	

- 1. Shauna Harrison
- 2. Katee Broad
- 3. Mira Vygovskaya
- 4. Oscar Gonzalez
- 5. Samantha McCurdy
- 6. Angelina Johnson
- 7. Darie Lyles
- 8. Darryl Lawrence
- 9. Elysse Moore
- 10.Reann Lopez
- 11. Jimmy Cornejo
- 12.Zach Tucker
- 13.Breanna Floyd
- 14.Liliana Mendoza
- 15. Maribel Mendoza
- 16.Prentice Wysingle
- 17. Steven Gonzales
- 18. Charlene Bennett

### CONSENT AGENDA

### Center Unified School District

**AGENDA REQUEST FOR:** 

**Dept./Site: North Country Elementary** 

Date: October 16, 2008 Action Item X

To: Board of Trustees Information Item

From: Kathleen Lord, Principal

# Attached Pages 4

Principal's Initials: 40

SUBJECT: PROFESSIONAL SERVICES AGREEMENT

**CONSULTANT'S NAME: Shannon Maveety** 

SERVICE(S) TO BE RENDERED: Family Reading Night Presentation

DATE(S) OF SERVICE: November 13, 2008

PAYMENT PER DAY: \$200.00 1 Assembly

TOTAL AMOUNT OF CONTRACT: \$200.00

**FUNDING SOURCE: SLIP** 

RECOMMENDATION: CUSD BOARD OF TRUSTEES APPROVE PROFESSIONAL SERVICES AGREEMENT WITH Shannon Maveety

AGENDA ITEM # XIV-7

### Shannon Maveety 7231 Blaze Trail Court, Orangevale, CA 95662 (916) 990-9242

### Service Agreement between Shannon Maveety and North Country Elementary School

Contractor: Shannon Maveety

7231 Blaze Trail Ct. Orangevale, CA

Service:

Family Night Reading Presentation

November 13, 2008 6:00 -8:00 p.m.

Theme:

Raising Readers

Fee:

\$200.00



### Center Unified School District 8408 Watt Avenue Antelope, California 95843

### PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this the day of the day of the described below, 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.

Phone: 1919 990- 9242 Taxpayer ID #  Full description of services to be provided:  Payment \$ Dec per Presentate Contractors will submit a signed invoice not more requently than monthly, detailing services provided and charges. Payment will be made within forty-five lays after receipt of invoice or service, whichever is later.  Beginning Date of Service: 1113 68 Frequency of Service: 14 provention of Payment and Tax Reporting: (check one)  Variable Payroll - W-2 Generated (Requires completion of W-4 & 1-9 in Personnel Dept.)  Accounts Payable - 1099 Generated (Requires completion of W-9 on back of this form).  Fotal amount of this contract \$ 300 cc Budget #  Reason service cannot be provided by a District employee:  Date: 10 608
Contractor Name: Shannon Maucety-
Address: 7971 Plaze Trail C+ Orangovalo, CA 95662
Full description of services to be provided:  Parant Night Reading Presentetion "Raising Readers"
Payment \$ \( \frac{\infty}{\infty} \) per \( \frac{\infty}{\infty} \) 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: 11113108 Frequency of Service: 1113108
Ending Date of Service: 111131 68
Reason service cannot be provided by a District employee:
Signature of District employee requesting service: Date:
· · · · · · · · · · · · · · · · · · ·
*** CONTRACT NOT VALID WITHOUT AUTHORIZED DISTRICT SIGNATURE ***

Form W-9

(Rev. January 2002)

Department of the Treasury Internal Revenue Service

### Request for Taxpayer Identification Number and Certification

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

Business name. if different from above    Check appropriate box:   Society proprietor   Corporation   Partnership   Other	7	Name	
Business name, if different from above    Check appropriate box:   Sole proprietor   Corporation   Partnership   Other		Shannon Knepper- Makeety	
Check appropriate box: Sole proprietor Corporation Partnership Other Address (number, street, and apt. or suite no.)  Address (number, street, and apt. or suite no.)  City, state, and ZIP code  CY ANG COA  List account admber(s) here (optional)  Enter your TIN in the appropriate box. For individuals, this is your social security number (SSN).  However, for a resident alten, sole proprietor, or disregarded entity, see the Part I instructions on page 2. 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 2.  Note: If the account is in more than one name, see the chart on page 2 for guidelines on whose number [Employer identification number to enter.]	ğ		
Enter your TIN in the appropriate box. For individuals, this is your social security number (SSN).  However, for a resident allen, sole proprietor, or disregarded entity, see the Part I instructions on page 2. 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 2.  Note: If the account is in more than one name, see the chart on page 2 for guidelines on whose number to enter.			
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Enter your TIN in the appropriate box. For individuals, this is your social security number (SSN).  However, for a resident allen, sole proprietor, or disregarded entity, see the Part I instructions on page 2. 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 2.  Note: If the account is in more than one name, see the chart on page 2 for guidelines on whose number to enter.	Print o	Address (number, street, and apt. or suite no.) 7031 Blaze Trail C+.	
Enter your TIN in the appropriate box. For individuals, this is your social security number (SSN).  However, for a resident allen, sole proprietor, or disregarded entity, see the Part I instructions on page 2. 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 2.  Note: If the account is in more than one name, see the chart on page 2 for guidelines on whose number to enter.	Specifi	Crangevale, CA 95662	
Enter your TIN in the appropriate box. For individuals, this is your social security number (SSN).  However, for a resident allen, sole proprietor, or disregarded entity, see the Part I instructions on page 2. 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 2.  Note: If the account is in more than one name, see the chart on page 2 for guidelines on whose number to enter.	8	List account oumber(s) here (optional)	
However, for a resident atten, sole proprietor, or disregarded entity, see the Part I instructions on page 2. 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 2.  Note: If the account is in more than one name, see the chart on page 2 for guidelines on whose number to enter.		Taxpayer Identification Number (TIN)	
Note: If the account is in more than one name, see the chart on page 2 for guidelines on whose number to enter.	page 2	ver, for a resident allen, sole proprietor, or disregarded entity, see the Part I instruct. 2. For other entities, it is your employer identification number (FIN). If you do not have a c	tions on number.
Part II Certification	Note: to ente	If the account is in more than one name, see the chart on page 2 for guidelines on whose or.	
	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 2.)

Sign Here

Signature of U.S. person ►

Purpose of Form

A person who is required to file an information return with the IRS must get 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.

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

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

If you are a foreign person, use the appropriate Form W-8. See Pub. 515, Withholding of Tax on Norresident Aliens and Foreign Entities.

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.

What is backup withholding? Persons making certain payments to you must under certain conditions withhold and pay to the IRS 30% of such payments after December 31, 2001 (29% after December 31, 2003). 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 withhelding if:

- 1. You do not furnish your TIN to the requester, or
- 2. You do not certify your TIN when required (see the Part II instructions on page 2 for details), or
- 3. The iRS tells the requester that you furnished an incorrect TIN, or
- 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 Part II Instructions and the separate Instructions for the Requester of Form W-9.

### **Penalties**

Date >

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.

## **CONSENT AGENDA**

### Center Unified School District

AGENDA REQUEST FOR:

**Dept./Site: North Country Elementary** 

Date: October 16, 2008 Action Item X

To: Board of Trustees Information Item

From: Kathleen Lord, Principal

# Attached Pages 4

Principal's Initials: 4

SUBJECT: PROFESSIONAL SERVICES AGREEMENT

CONSULTANT'S NAME: Erin Dealey

SERVICE(S) TO BE RENDERED: Author Day Assembly

Two presentations followed by book signings.

DATE(S) OF SERVICE: November 20, 2008

PAYMENT PER DAY: \$600.00 2 Assemblies

**TOTAL AMOUNT OF CONTRACT: \$600.00** 

FUNDING SOURCE: \$350.00 FROM SLIP & \$250.00 FROM MINI GRANT

RECOMMENDATION: CUSD BOARD OF TRUSTEES APPROVE PROFESSIONAL SERVICES AGREEMENT WITH Erin Dealey

Noy. 20, 2008 Antelope CA
signed contract received
lesson plans sent
order form/ info

### **Erin Dealey**

Author Visit Contract	Eim Dealey
Date: May 23, 2008	

1010 <u>Roddan</u> Court Placerville, CA 95667 (530) 626-8007, \*11 FAX 530.626.0174

Date: May 23, 2008	FAX 530.626.0174
Name of Organization or School North Country School	Tax I.D.
Address:	
Address: Antelope, CA Phone: hm:-	<del></del>
Contact Person: Diane Chidlaw dchidlaw@centerusd.k12.ca.t	10
The above Organization/School has contracted Erin Dealey for	an author violt
Thursday, November 20 <sup>th</sup> , 2008	an author visit on
From (Times) to , including: (check a	II annlicable)
( 2 ) 45-50 minute assembly/presentations (Fun for all ages!)	" applicable)
( ) Pre-K or K presentations	
(X) Booksigning	
( ) Library/classroom visit(s)	
( ) workshop (s)/Keynote	
( ) \$250 /\$200 Parent Night or Keynote from to	<u>pm</u>
(X) Honorarium @ \$600 (full day) n/a + travel & lodging):	= _\$600
( ) \$250 for one assembly + Booksigning) + Travel	
Total 900	
School/Org. will order books from:PublisherOther	
	<del></del>
Type of Workshop/Class:ArtsbankArea III Writer's Pr	oject X Other
Grade level or ages:Class size:	
Subject/curriculum/skills to be covered:	
oubject cumodidiff/skills to be covered	
How did you hear about Erin Dealey's Author Visits?	
web sitereferred byother:	
	· · · · · · · · · · · · · · · · · · ·
Duplication of Handouts should be directed to:	
Author Visit coordinator: D: news ( la . f (	
Addition visit coordinator. 13: October Chick I	an
Administrator: Kullin Had	Date: 9-2 5-08
Erin Dealey, Children's Author Erin Dealey (per e	-mail)
Please sign and return one convite Friedrich	En Dealey
Please sign and return one copy to Erin to reserve your Aut A Lesson Plan Packet with reproducibles will be sent when contract is received.	nor visit date. your completed
THAMP VOID	

THANK YOU!

ERIN DEALEY



### Center Unified School District 8408 Watt Avenue Antelope, California 95843

### PROFESSIONAL SERVICES AGREEMENT

This agreement for professional services is entered into this day of 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: Erun Decitery.
Address: 1010 Roddan CT Placerville, Co 95661
Phone: (530) 나의 나는 용이다는 Taxpayer ID #
Full description of services to be provided:  Author Day Presented on  (:2) LIS minute assemblies followed by a booksygnin
Payment \$ <u>\( \begin{align*} \cong \equiv \cong \cong\</u>
Beginning Date of Service: 11-20-08 Frequency of Service:1+me
Ending Date of Service: 11-20-08
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 back of this form).
Total amount of this contract \$ 600.00 Budget # TH-12 CIP.
Reason service cannot be provided by a District employee:  350.00 TO be point by The City  250.00 TO be point by Minn Grant
2 Paler - 10/6/10
Signature of CONTRACTOR: Date: Date: Date: Date:
Signature of Accounting Supervisor: Date:
Date Board of Trustees Approved (If over \$500.00):
Signature of Authorized Contracting Official: Runce Duce Date: 7-45-68
* * * CONTRACT NOT VALID WITHOUT AUTHORIZED DISTRICT SIGNATURE * * *

(Rev. January 2002)

Department of the Treasury

### Request for Taxpayer Identification Number and Certification

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

-2	Name ( A )	· · · · · · · · · · · · · · · · · · ·				
B (Patricia) Evin Dealey						
g	Business name, if different from above					
ğ.	/					
Print or type Specific Instructions					. [	Exempt
Print o	Address (number, street, and apt. or suite no.)	Requester's name	and addres	s (optic	nal)	
Specifi	Placerville, CA 95667					
See	List account number(s) here (optional)					
Pari	Taxpayer Identification Number (TIN)					
page	your TIN in the appropriate box. For individuals, this is your social security number (SSN). ver, for a resident allen, sole proprietor, or disregarded entity, see the Part I instruction. For other entities, it is your employer identification number (EIN). If you do not have a number of the page 2.		security m	mber		
Note: to ent	If the account is in more than one name, see the chart on page 2 for guidelines on whose er.	number Emplo	yer identific		umber	
Part	II Certification		<del></del>		ᆚ	11

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
- 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 falled 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 2.)

Sign Here

Signature of U.S. person ▶

### Purpose of Form

A person who is required to file an information return with the IRS must get 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

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

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

If you are a foreign person, use the appropriate Form W-8. See Pub. 515, Withholding of Tax on Nonresident Aliens and Foreign Entities.

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.

What is backup withholding? Persons making certain payments to you must under certain conditions withhold and pay to the IRS 30% of such payments after December 31, 2001 (29% after December 31, 2003). This is called "backup withhelding." 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

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, or
- 2. You do not certify your TIN when required (see the Part II instructions on page 2 for details), or
- 3. The IRS tells the requester that you furnished an incorrect TIN, or
- 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 Part II instructions and the separate instructions for the Requester of Form W-9.

### 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

Criminal penalty for falsifying information. Willfully falsifying centifications 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.

## **CONSENT AGENDA**

### Center Unified School District

**AGENDA REQUEST FOR:** 

**Dept./Site: North Country Elementary** 

Date: October 16, 2008

Action Item X

To:

**Board of Trustees** 

Information Item

From:

Kathleen Lord, Principal

# Attached Pages 45

Principal's Initials: K

SUBJECT: Approval of The Single Plan for Student Achievement

Please approve North Country Elementary's:

The Single Plan for Student Achievement for 2008

RECOMMENDATION: APPROVE SINGLE PLAN FOR

STUDENT ACHIEVEMENT

# The Single Plan for Student Achievement

## **North Country Elementary School**

34-73973-6108948 CDS Code

Date of this revision: October 1, 2008

performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 the Single Plan for Student Achievement. Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into plans for programs funded through the School and Library Improvement Block Grant, the Pupil and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic

please contact the following person: For additional information on school programs and how you may become involved locally,

Contact Person: Kathleen Lord

Position: Principa

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**Center Unified School District** 

"Second oldest district in the state 1858-2008"

The District Governing Board approved this revision of the School Plan on

### Form A: Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1- It is expected that all students grad fluency as measured by unit comprehension assessmenting the students will recognize all letter names a	ents, the Acc	elerated Reader program and Rea	d Naturally (Title I)	
Student groups and grade levels to participate in this goal:  All		Anticipated annual performance growth for each group: Students will demonstrate the ability to read fluently at their grade level and otherwise demonstrate mastery of grade level standards in ELA.		
Means of evaluating progress toward this goal:  Accelerated Reading Assessments, Standardized State Open Court assessments, Benchmark standards	e Tests,	Group data to be collected to measu AR Diagnostic Reports, Benchma	•	
Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>2</sup> Completion Date	1	Estimated Cost	Funding Source
Title I support, Intensive instruction for all workshop groups.	August 2008- May 2009	None		

See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.
List the date an action will be taken or will begin, and the date it will be completed.

If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

### Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 2 -All subgroups will of Education in English Language Arts and Math.	reach AYP (Ade	equ	ate Yearly Progress) target goals	as defined by C	A Department
Groups participating in this goal (e.g., students, parents, administrators): Hispanic, White, Socio-economic an Learners.		Ea	iticipated annual growth for each gr ich subgroup will make a 10% inc udents at or above proficient.	•	centage of
Means of evaluating progress toward this goal:		Gr	oup data to be collected to measure	e gains:	
Benchmark Assessments					
Actions to be Taken to Reach This Goal <sup>4</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>5</sup> Completion Da		Proposed Expenditures	Estimated Cost	Funding Source
Instruction is individualized to meet specific needs for Title I and EL learners during workshop and/or extended learning periods. Each program has a Russian speaking I/S.	August 2008- May 2009		Five instructional Title I assistants, EL instructional assistant, full time EL teacher.	\$175,000	Title I District

See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal. List the date an action will be taken or will begin, and the date it will be completed.

### Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school <u>participates</u> and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school <u>participates</u>. If the school receives <u>funding</u>, then the plan must include the proposed expenditures.)

State	e Programs	Allocation
	California School Age Families Education  Purpose: Assist expectant and parenting students succeed in school	\$ 0
	Economic Impact Aid/ State Compensatory Education <u>Purpose</u> : Help educationally disadvantaged students succeed in the regular program	\$0
$\boxtimes$	Economic Impact Aid/ English Learner Program <u>Purpose</u> : Develop fluency in English and academic proficiency of English learners	\$ 78,747 (s)
$\boxtimes$	Art, Music and PE Block Grant (one time)  Purpose: Art and music enrichment	\$ 24,952 (s)
$\boxtimes$	Art, Music and PE Grant (ongoing)  Purpose: Art and Music enrichment	\$ 20,519 (s)
$\boxtimes$	Peer Assistance and Review <u>Purpose</u> : Assist teachers through coaching and mentoring	\$ 25,919 (d)
$\boxtimes$	Pupil Retention Block Grant <u>Purpose</u> : Prevent students from dropping out of school	\$ 151,096 (d)
$\boxtimes$	School and Library Improvement Program Block Grant  Purpose: Improve library and other school programs	\$ 81,033 (s)
$\boxtimes$	School Improvement Program Fund Purpose: Improve school programs	\$ 0
$\boxtimes$	School Safety and Violence Prevention Act <u>Purpose</u> : Increase school safety	\$ 80,171 (d)
$\boxtimes$	Tobacco-Use Prevention Education <u>Purpose</u> : Eliminate tobacco use among students	\$ 7,175 (d)
$\boxtimes$	GATE	\$ 8,183 (s)
$\boxtimes$	Lottery	\$ 26,925 (s)
	Total amount of state categorical funds allocated to this school	\$264,361 - district controlled \$240,359 - site controlled

Fede	eral Programs under No Child Left Behind (NCLB)	Allocation
	Title I, Neglected <u>Purpose</u> : Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$0
	Title I, Part D: Delinquent <u>Purpose</u> : Supplement instruction for delinquent youth	\$ 0
	Title I, Part A: Schoolwide Program <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$0
	Title I, Part A: Targeted Assistance Program <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 309,349 (s)
	Title I, Part A: Program Improvement <u>Purpose</u> : Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$0
	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose</u> : Improve and increase the number of highly qualified teachers and principals	\$ 155,126 (d)
$\boxtimes$	Title II, Part D: Enhancing Education Through Technology <u>Purpose</u> : Support professional development and the use of technology	\$ 4,645 (d)
$\boxtimes$	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose</u> : Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 71,440 (d)
$\boxtimes$	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose</u> : Support learning environments that promote academic achievement	\$ 17,455 (d)
	Title V: Innovative Programs <a href="Purpose">Purpose</a> : Support educational improvement, library, media, and at-risk students	\$ 670 (s)
	Title VI, Part B: Rural Education Achievement <u>Purpose</u> : Provide flexibility in the use of NCLB funds to eligible LEAs	\$ 0
	Total amount of federal categorical funds allocated to this school	\$248,666— district controlled \$310,019— site controlled
7	Fotal amount of state and federal categorical funds allocated to this school	\$— district controlled \$— site controlled

### Form D: School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:<sup>6</sup>

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary
Kathleen Lord	Х				
Lyndsey Moss				×	
Samantha Duncan				×	
Dennis Duncan				×	
LoAnne Jackson		×		-	
Laura Sambucetti		X			
Yelena Leontieff			Х		
Numbers of members of each category	1	2	1	3	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

### Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- 1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

	requiring board approval.
3.	The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
	☐ School Advisory Committee for State Compensatory Education Programs
	X English Learner Advisory Committee
	☐ Community Advisory Committee for Special Education Programs
	Gifted and Talented Education Program Advisory Committee
	Other (list)
4. 5.	The school site council reviewed the content requirements for school plans of programs included in this <i>Single Plan for Student Achievement</i> and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.  This school plan is based on a thorough analysis of student academic performance. The
	actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. 7.	This school plan was adopted by the school site council at a public meeting on:
Att	ested:
	Kathleen Lord
	Typed name of school principal Signature of school principal Date
	Typed name of SSC chairperson Signature of SSC chairperson Date

### I. Resources

This section contains the following appendices that will assist a school site council in completing the *Single Plan for Student Achievement* and in maintaining a cycle of continuous improvement:

- Appendix A: Programs Funded through the Consolidated Application
- Appendix B: Chart of Requirements for the Single Plan for Student Achievement
- Appendix C: Sample School and Student Performance Data Forms
- Appendix D: Demographic Data Summary
- Appendix E: Analysis of Current Instructional Program
- Appendix F: Outline of Sample Bylaws
- Appendix G: Use of Resources
- Appendix H: Acronyms and Specialized Terms

### Appendix A: Programs Funded through the Consolidated Application

The following programs are reported in the Consolidated Application. Information on the Consolidated Application and program profiles are available at http://www.cde.ca.gov/fg/aa/co/.

### **State Programs**

- California School Age Families Education
- Economic Impact Aid
- Instructional Time and Staff Development Reform
- Peer Assistance and Review
- School Safety & Violence Prevention Act
- Tobacco-Use Prevention Education

### Federal No Child Left Behind (NCLB) Programs

Information and CDE contacts for NCLB programs are available at http://www.cde.ca.gov/nclb/sr/pc.

- Title I, Neglected or Delinquent
- Title I, Part A, Basic Grant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title II, Part D, Enhancing Education Through Technology (Formula)
- Title III LEP Students
- Title IV, Part A, Safe & Drug-Free Schools & Communities
- Title V, Part A, Innovative Programs
- Title VI, Part B, Rural Education Achievement

Appendix B: Chart of Requirements for The Single Plan for Student Achievement

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
I. Involvement															
Involve parents and community in	EC 52055.625(b)(1)(C), (2)(C), (e)							Х							
planning and implementing the school	EC 52055.620(a)(4)							Х							
plan	EC 52054						Х								
	EC 35294.1(b)(2)(C)												Х		
	5CCR 3932	Х	Х	X	Х	X	х		Х		x	x			
	20 USC 7115(a)(1)(E)					Х					X				
	20 USC 6316(b)(3)														
	20 USC 6315(c)(1)(G)	<u> </u>		Х							<u> </u>				
	20 USC 6314(b)(1), (2)(A)				X										
Advisory committee review &	EC 64001(a)	X	X	Х	Х	Х	Х		Х		X	Х			
recommendations	EC 52055.620(b)(1)		<u> </u>					X							
Written notice of PI status	20 USC 6316(b)(3)					X									
II. Governance and Administrati	on														
Single, comprehensive plan	EC 64001(a), (d)	X	×	Х	Х	х			Х	Х	Х	Х		Х	Х
	EC 52853	×	×	Х	х	х						Х			
	EC 41572														×
	EC 41507	<u> </u>												Х	
	EC 35294.1(a)												Х		
	20 USC 7114(d)(2)										Х				
	20 USC 6315(c)(1)(B)			Х											
	20 USC 6314(b)(2)(A)				х										

<sup>&</sup>quot;This program must be included in the Single Plan For Student Achievement if funds are provided to the school from the district's entitlement [EC 64001(d)]

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
School site council (SSC) constituted per former EC 52012	EC 64001(g)	×	×	×	х	x			×	×	х	х		х	х
SSC developed plan and expenditures	EC 64001(a)	X	х	Х	Х	Х			Х	х	Х	Х		Х	Х
	EC 41572														Х
	EC 41507													X	
	EC 35294.1(b)(1)	<del> </del>								<b></b>			Х		
SSC annually updates the plan	EC 64001((g)	X	×	Х	х	х			x	x	x	Х		X	X
	EC 35294.2(e)	<del>  ''</del>		- , ,						<u> </u>	<u> </u>		X		
Governing board approves SPSA	EC 64001(h)	<del>  x</del>	X	X	X	X	X	×	X	X	X	х	X	х	X
Governing board approves of OA	EC 52055.630(b)	<del>  ^</del>				<del>  ^</del>		X	<del>  ^</del>	<del>  ^</del>	<u> </u>				
Deliaine to income all accordance	· · ·					X		^							
Policies to insure all groups succeed	20 USC 6316(b)(3)														
Specify role of school, LEA, and SEA;	20 USC 6316(b)(3)					Х									
and coordination with other	<u> </u>	<del> </del>				<del> </del>			├						
organizations	FO 50055 C40					<del> </del> -									
Submit High Priority annual report after	EC 52055.640							Х							
public LEA governing board review		ļ	<u> </u>			<u> </u>			l						
III. Funding	•														
Plan includes proposed	EC 64001(g)	X	X	X	X	X	X		Х	Х	Х	Х			
expenditures to improve	EC 52853	X	X	Х	X	X						Х			
academic performance	EC 52054						Х								
	20 USC 6316(b)(3)					Х									
	20 USC 6315(c)			Х											
	20 USC 6314(b)(2)(A)				Х										
Describe centralized services	5 CCR 3947(b)	Х	Х												
expenditures															
IV. Standards, Assessment, and	Accountability														
Comprehensive assessment and	EC 64001(f)	X	Х	Х	Х	Х	Х		Х	Х	х	Х	<u> </u>	$\overline{}$	
analysis of data	EC 52055.620(a)(1) - (3)							X							
	EC 52054						Х								

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
	20 USC 7115(a)(1)(A)										Х				
	20 USC 6314(b)(1), (2)(A)				Х	ĺ									
Evaluation of improvement strategies	EC 64001(f)	Х	×	Х	Х	Х			×	X	Х	Х			
	EC 52853	X	Х	Х	Х	X						Х			
	EC 52055.625(c)							Х							
	EC 35294.2(e)					<u> </u>							Х		
	EC 32228.5(b)												Х		
	20 USC 7115(a)(2)										Х				
Ongoing monitoring and revision	20 USC 6315(c)(2)(B)					· · · · ·									
Assessment results available to	EC 35294.2(e)												Х		
parents	20 USC 7115(a)(1)(E)										Х				Ĭ
	20 USC 6314(b)(2)(A)				Х										
V. Staffing and Professional De	velopment														
Provide staff development	EC 52853	X	Х	Х	Х	Х						Х			,
	EC 52055.625(d)(1)(B),(C)							Х							
	EC 32228(b)(2)				-	ļ							х		
	20 USC 6316(b)(3)					х									
	20 USC 6315(c)(1)(F)			Х											
	20 USC 6314(b)(1), (2)(A)				Х										
Budget 10% of Title I for staff	20 USC 6316(b)(3)	1				х									
development		<b>—</b>													
Provide highly qualified staff	EC 52055.625(b), (d)	1						х							
	20 USC 6315(c)(1)(E)	<del>                                     </del>		х									$\dashv$		$\dashv$
	20 USC 6314(b)(1), (2)(A)	<del> </del>										-			$\dashv$
Distribute experienced teachers	EC 52055.620(d)	+						X							
VI. Opportunity & Equal Educati	<del> </del>		l			1	L				لل			!	
Describe instruction for at-risk students	EC52853	Тх	х	х		Ιx					J	х	—Т	<del></del>	
Describe instruction for at-risk students	12002003					⊥^_	L					_^_			

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
Describe the help for students to meet	EC 64001(f)	Х	х	Х	×	Х	х		Х	Х	Х	Х			
state standards	20 USC 6314(b)(1), (2)(A)				Х										
	20 USC 6315(c)			Х											
Describe auxiliary services for at-risk	EC 52853	Х	Х	х	Х	Х						Х			
students	EC 52055.620(a)(7)							Х							
	20 USC 7114(d)(2)(E)										Х				
	20 USC 6315(c)			Х											
	20 USC 6314(b)(1), (2)(A)				×										
Avoid Isolation or segregation	5CCR 3934	х	X	х	Х	Х						Х			
VII. Teaching and Learning															
Goals based on performance	EC 64001(f)	X	Х	х	Х	Х	Х		Х	Х	Х	Х			
	20 USC 7115(a)(1)(A)										Х				
Define objectives	EC 52054						Х								
	20 USC 7114(d)(2)(B)										Х				
	20 USC 6316(b)(3)				٠	Х		i							
Steps to intended outcomes	EC 52054						Х								
	5CCR 3930		Х	Х	Х	Х			Х						
Account for all services	5CCR 3930	i	×	х	Х	Х			Х						
Provide strategies responsive to	EC 52055.620(a)(3)							Х							
student needs	EC 52054						Х								
	5CCR 3931	X	×	Х	Х	X			Х		Х	х			
	20 USC 7114(d)(2)(E)	1									Х				
	20 USC 6315(c)			Х											
	20 USC 6314(b)(2)(A)				×										
Describe reform strategies that:	20 USC 6314(b)(1), (2)(A)				х										
-Allow all to meet/exceed standards;	20 USC 6315(c)			х	×										
-Are effective, research based;	20 USC 6316(b)(3)				Х	Х									$\neg \neg$

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
	20 USC 6315(c)(1)(C)			Х											
	20 USC 6314(b)(1)(B)		l		Х										
-Strengthen core academics;	EC 52054				Х		Х								
-Address under-served populations;	EC 52055.625(b), (c)				Х			Х							
-Provide effective, timely assistance;	20 USC 6314(b)(1)(l), (2)(A)				Х										
-Increase learning time	20 USC 6316(b)(3);					Х									
	20 USC 6314(b)(1)(B),(2)				Х										
-Meet needs of low-performing students	20 USC 6315(c)(A);			Х											
	20 USC 6314(b)(1)(B),(2)				Х										
-Involve teachers in academic	20 USC 6314(b)(1)(H), (2)				Х										
assessments															
-Coordinate state and federal programs	20 USC 6315(c)(1)(H)			X											
	20 USC 6314(b)(1)(J), (2)(A)				Х										
-Transition from preschool	20 USC 6315(c)(1)(D)			×											
	20 USC 6314(b)(1)(G), (2)(A)				Х										
Provide an environment conducive to	EC 52055.625(f)(1)							Х				,,			
learning	EC 52055.620(a)(6)							Х							
	20 USC 7114(d)(1)										Х				
Enable continuous progress	5CCR 3931	X	Х	Х	Х	Х			Х		Х	Х			
Acquire basic skills, literacy	EC 52055.625(b)(1), (c)(1)							Х	Х						
	5CCR 3937	Х	х	Х	Х	Х						Х			
Align curriculum, strategies, and	EC 52853	X	X	Х	Х	X						Х			
materials with state standards or law	EC 52055.625(b)(2)(D),(c)							Х							
Provide high school career preparation	5CCR 4403		Х												

### Appendix C: Sample School and Student Performance Data Forms

The following tables are included in Appendix C. These tables represent samples of ways to assist the school site council in representing and analyzing data and developing conclusions regarding improvement strategies:

- Table 1: Academic Performance by Ethnicity-Language Arts
- Table 2: Academic Performance by Ethnicity-Mathematics
- Table 3: Academic Performance by Grade Level-Mathematics
- Table 4: Academic Performance by Grade Level-Language Arts
- Table 5: English-Language Arts Adequate Yearly Progress (AYP)
- Table 6: Mathematics Adequate Yearly Progress (AYP)
- Table 7: California English Language Development (CELDT) Data

Table 1: Academic Performance by Ethnicity: English - Language Arts

API PROFICIENCY LEVEL

		F	All Student	s	White			African-American					
	_	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Number (#) and	#	215	173	163	106	73	88	31	18	*	28	29	27
Percent (%) At or Above Proficient	%	54	50	49	55	48	56	53	40	*	52	43	36
TOTAL NUMBER AND PERCENT	#	396	347	328	183	153	167	59	45	48	54	55	74
AND PERCENT	%	100	100	100	46	44	51	15	13	14	16	16	23

<sup>\*</sup>Not a statistically significant subgroup

### Conclusions indicated by the data:

- 1. Title I students will continue to be targeted and tracked based on STAR scores and school-wide assessments. Students will receive additional services in the Learning Center and 30 minute workshop period.
- 2. Our African American population has decreased and is no longer large enough to be a statistically significant subgroup.
- 3. Hispanic English Learner students will continue to receive supplemental instruction in the ELD program and learning lab. They will also be encouraged to attend the one-hour TLC Morning Program.

Table 2: Academic Performance by Ethnicity: Mathematics

API

PROFICIENCY LEVE	:L [		All Students White African-American							Hispanic				
		2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	
Number (#) and	#	251	195	180	116	116	97	30	16	*	36	33	33	
Percent (%) At or Above Proficient	%	63	56	55	67	67	58	51	36	*	66	59	45	
TOTAL NUMBER	#	396	347	328	172	172	167	59	45	48	54	56	74	
AND PERCENT	%	100	100	100	43	43	51	15	13	14	14	16	23	

<sup>\*</sup>Not a statistically significant subgroup

### Conclusions indicated by the data:

- 1. Grades 2 and 3 are adjusting 30 minute workshop periods to include intense instruction in fluency, comprehension and writing strategies.
- 2. All subgroups made adequate yearly progress.

Table 3: Academic Performance by Grade Level

API			ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR ENGLISH-LANGUAGE ARTS												
PROFICIENCY LEVEL		Grade:2			Grade:3			Grade:4			Grade:5				
		2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008		
Number (#) and Percent	#	53	51	40	43	39	28	58	43	57	61	40	38		
(%) At or Above Proficient	%	56	64	54	50	42	33	59	53	69	52	43	49		
Number and	#	27	21	21	33	34	34	30	29	19	36	42	25		
Percent At Basic	%	28	26	28	38	37	40	31	36	23	31	45	32		
Number and	#	12	7	9	6	13	11	4	3	4	12	7	10		
Percent Below Basic	%	13	9	12	7	14	13	4	4	5	10	7	13		
Number and	#	3	1	4	4	7	12	7	6	3	7	5	4		
Percent Far Below Basic	%	3		5	5.	8	14	7	7	4	6	5	<sup>©</sup> 5		
TOTAL NUMBER	#	95	80	74	86	93	85	98	81	83	117	93	77		
AND PERCENT	%	100	100	100	100	100	100	100	100	100	100	100	100		

Conclusions indicated by the data:

<sup>1.</sup> Number Sense, specifically multiplication, division and fractions, are content standards areas that need improvement in 2<sup>nd</sup> and 5<sup>th</sup> grades. Specific worksheets through Edusoft, in the form of benchmark assessments and the Harcourt re-teach supplemental math books will act as resources.

Table 4: Academic Performance by Grade Level

API			ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR MATHEMATICS												
PROFICIENCY LEVEL		Grade:2			Grade:3				Grade:4		Grade:5				
		2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008		
Number (#) and Percent (%) At or Above Proficient	#	53	51	40	43	39	51	58	43	67	61	40	22		
	%	56	64	54	50	42	60	59	53	81	52	43	29		
Number and	#	27	21	21	33	34	16	30	29	11	36	42	27		
Percent At Basic	%	28	26	29	38	37	19	31	36	13	31	45	35		
Number and	#	12	7	8	6	13	11	4	3	5	12	7	24		
Percent Below Basic	%	13	9	11	7	14	13	4	4	6	10	7	31		
Number and	#	3		5	4	7	7	7	6	1	7	5	3		
Percent Far Below Basic	%	3		7	5	8	8	7	7	1	6	5	4		
TOTAL NUMBER	#	95	80	74	86	93	85	98	81	83	117	93	77		
AND PERCENT	%	100	100	100	100	100	100	100	100	100	100	100	100		

Conclusions indicated by the data:

<sup>1.</sup> Below and far below basic scores reflect the drop in reading comprehension and writing strategies.

Table 5: English-Language Arts Adequate Yearly Progress (AYP)

AYP Proficiency Level	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP														
	All Students			White			Hispanic			English Learners			Socioeconomically Disadvantaged		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate %	100	100	100	99	100	100	100	100	100	100	100	100	100	100	100
Number at or above Proficient	201	173	157	98	81	84	28	30	26	45	35	33	86	80	70
Percent at or above Proficient	55.1	49.1	53.2	54.7	46.8	56.4	50.9	49.2	40	43.7	47.3	41.3	47.3	42.6	44.9
AYP Target	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2	24.4	24.4	35.2
Met AYP Criteria	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES

### Conclusions indicated by the data:

- 1. In 2006, North Country's API was 813, in 2007 we scored at 793 and in 2008, 789. We met AYP met in all subgroups each of the past three years. Numerically significant subgroups are White, Hispanic, English Learners and Socio-economic disadvantaged.
- 2. Comprehension scores are being addressed through workshop groups and adjustments with Social Studies and Science curriculum.

The extended reading program for Title I and EL students has incorporated the electronic version of Read Naturally into the lab and continues to support Accelerated Reader in the morning program. The ELD program will be adjusted to address STAR concerns depending on ELL designation.

3. Students will be exposed to every state standard through the 20-day benchmark assessment plan in English Language Arts.

Table 6: Mathematics Adequate Yearly Progress (AYP)

	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP														
AYP	All Students		White		Hispanic		English Learners		Socioeconomically Disadvantaged						
Proficiency Level	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Participation Rate %	99	100	100	99	100	100	99	100	100	100	100	100	100	100	100
Number at in or above Proficient	230	195	171	117	99	92	34	34	30	53	42	44	105	89	73
Percent at or above Proficient	63.4	55.4	58	65.7	57.2	·61.7	63	55.7	46.2	51.5	56.8	55	58	47.3	46.8
AYP Target	26.5%	26.5%	37.0%	26.5%	26.5%	37.0%	26.5%	26.5%	37.0%	26.5%	26.5%	37.0%	26.5%	26.5%	37.0%
Met AYP Criteria	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES

#### Conclusions indicated by the data:

- 1. In 2006, North Country's API was 813, in 2007 we scored at 793 and in 2008, 789. We met AYP met in all subgroups each of the past three years. Numerically significant subgroups are White, Hispanic, English Learners and Socio-economic disadvantaged.
- 2. Teachers in grades 1-5 will determine areas that need improvement within the reported cluster scores on the STAR summary list.
- 3. Students will be exposed to every state standard through the 20-day benchmark assessment plan in math.

Table 7: California English Language Development (CELDT) Data

California English Language Development Test (CELDT) Results

Grade	Adv	anced		arly anced	Inter	mediate		arly nediate	Begi	inning	Number Tested
	#	%	#	%	#	%	#	%	#	%	#
К	0	0	2	2%	3	2%	10	8%	10	8%	25
11	0	0	5	4%	12	9%	4	3%	4	3%	25
2	0	0	1	1%	14	11%	9	7%	4	3%	28
3	0	0	3	2%	12	9%	7	5%	3	2%	25
4	0	0	2	2%	10	8%	1	1%	3	2%	16
5	0	0	1	1%	8	6%	0	0%	1	1%	10
Total	0		14		59		31		25		129

#### Conclusions indicated by the data:

- 1. Kindergarten students represent the majority of Beginning and Early Intermediate English Learners. Students receive support from the EL teacher and the EL instructional assistant. Kindergarten teachers use a kinesthetic approach to writing and teaching sounds and letters in addition to the Open Court curriculum.
- 2. Beginning and Early Intermediate students in grades 1 and 2 receive direct instruction from the ELRT and instructional aide in addition to reading instruction in their home classrooms. Intermediate and Early Advanced students in grades 1-3 receive 30 minutes of classroom instruction in the Avenues ELD program above and beyond the Open Court reading curriculum. 4<sup>th</sup> grade students receive instruction in the classroom with the assistance of the EL instructional aide. All 5<sup>th</sup> grade students receive ELD instruction from the ELRT.

#### **Appendix E: Analysis of Current Instructional Program**

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements may be used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

#### Standards, Assessment, and Accountability

- 1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)
- 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

#### Staffing and Professional Development

- 3. Status of meeting requirements for highly qualified staff (NCLB)
- 4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
- 5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)
- 6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
- 7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
- 8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

#### Teaching and Learning

- 9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
- 10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)
- 11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
- 12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

#### Opportunity and Equal Educational Access

- 14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)
- 15. Research-based educational practices to raise student achievement at this school (NCLB)

#### Involvement

- 16. Resources available from family, school, district, and community to assist under-achieving students (NCLB)
- 17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)

#### **Funding**

- 18. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)
- 19. Fiscal support (EPC)

#### Appendix F: Outline of Sample Bylaws

The following outline is provided as a sample to assist the school site council in developing its own bylaws. No claim of completeness is made, nor is the sample a recommendation by the California Department of Education.

# Article I Duties of the School Site Council

The school site council of North Country School, hereinafter referred to as the school site council, shall carry out the following duties:

- Obtain recommendations for, and review of the proposed Single Plan for Student Achievement from all school advisory committees.
- Develop and approve the plan and related expenditures in accordance with all state and federal laws and regulations.
- Recommend the plan and expenditures to the governing board for approval.
- Provide ongoing review of the implementation of the plan with the principal, teachers and other school staff members.
- Make modifications to the plan whenever the need arises.
- Submit the modified plan for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- Annually, (and at each semester, trimester, etc), evaluate the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the school site council by the district governing board and by state law.

#### Article II Members

#### Section A: Composition

The school site council shall be composed of at least nine members, selected by their peers, as follows:

- 2 Classroom teachers
- 2 Other school staff members
- 5 Parents or community members
- The school principal shall be an ex officio member of the school site council.

School site council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

#### Section B: Term of Office

School site council members shall be elected for one year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the school site council, each member's current term of office shall be recorded in the minutes of the meeting.

#### Section C: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the school site council. Absentee ballots shall not be permitted.

#### Section D: Termination of Membership

The school site council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the school site council chairperson.

#### Section E: Transfer of Membership

Membership on the school site council may not be assigned or transferred.

#### Section F: Vacancy

Any vacancy on the school site council occurring during the term of a duly elected member shall be filled by appointment of school site council.

(Examples: regular elections; appointment of the school site council for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat)

# Article III Officers

#### Section A: Officers

The officers of the school site council shall be a chairperson, vice-chairperson, secretary, and other officers the school site council may deem desirable.

#### The chairperson shall:

- Preside at all meetings of the school site council.
- Sign all letters, reports and other communications of the school site council.
- Perform all duties incident to the office of the chairperson.
- Have other such duties as are prescribed by the school site council.

#### The vice-chairperson shall:

- Represent the chairperson in assigned duties.
- Substitute for the chairperson in his or her absence.

#### The secretary shall:

- Keep minutes of all regular and special meetings of the school site council.
- Transmit true and correct copies of the minutes of such meetings to members of the school site council.
- Provide all notices in accordance with these bylaws.
- Be custodian of the records of the school site council.
- Keep a register of the names, addresses and telephone numbers of each member
  of the school site council, the chairpersons of school advisory committees, and
  others with whom the school site council has regular dealings, as furnished by
  those persons.
- Perform other such duties as are assigned by the chairperson or the school site council.

#### Section B: Election and Terms of Office

The officers shall be elected annually, at the second meeting of the school site council and shall serve for one year, or until each successor has been elected.

#### Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

#### Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the school site council, for the remaining portion of the term of office.

#### Article IV Committees

#### Section A: Subcommittees

The school site council may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the school site council. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the school site council.

#### Section B: Other Standing and Special Committees

The school site council may establish and abolish standing or special committees with such composition and to perform such duties as shall be prescribed by the school site council. No such committee may exercise the authority of the school site council.

#### Section B: Membership

Unless otherwise determined by the school site council, the school site council chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

#### Section C: Terms of Office

The school site council shall determine the terms of office for members of a committee.

#### Section D: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the school site council, or policies of the district governing board.

#### Section E: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the school site council. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

# Article V Meetings of the School site council

#### **Section A: Meetings**

The school site council shall meet regularly on the \_\_ school day of each month. Special meetings of the school site council may be called by the chairperson or by a majority vote of the school site council.

#### Section B: Place of Meetings

The school site council shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the school site council.

#### Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time or location shall be given special notice. All meetings shall be publicized in the following venues: North Country Timberwolf Times, the office foyer bulletin board and via personal e-mail.

#### Section D: Quorum

The act of a majority of the members present shall be the act of the school site council, provided a quorum is in attendance, and no decision may otherwise be attributed to the school site council. A majority of the members of the school site council shall constitute a quorum.

#### Section E: Conduct of Meetings

Meetings of the school site council shall be conducted in accordance with the rules of order established by *Education Code* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the school site council.

Section F: Meetings Open to the Public

All meetings of the school site council, and of committees established by the school site council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

#### Article VII Amendments

An amendment of these bylaws may be made at any regular meeting of the school site council by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to school site council members at least \_\_\_\_ days prior to the meeting at which the amendment is to be considered for adoption.

#### **Appendix G: Use of Resources**

The following fiscal practices apply to the use of funds generated through the Consolidated Application:

The state fiscal year is the period from July 1 to June 30. Funds not spent during this period become "carryover funds", to be budgeted for use the following fiscal year. Districts may allow carryover to remain at the school that generated the funds or may aggregate unspent funds from all schools and redistribute them according to the formula appropriate for each program. State law does not limit the amount of carryover funds.

The federal fiscal year is the period from October 1 through September 30. However, we are allowed to expend federal funds beginning the previous July 1. Thus, the period of allowable expenditure extends for 15 months. Title I law limits the amount of funds that may be carried over from the previous fiscal year to 15 percent, except for agencies that receive less than \$50,000. A waiver of this restriction may be requested from the State Board of Education once every three years.

**Eighty-five percent** of the funds from certain programs must be used for direct educational services at schools. This limitation applies to:

- Economic Impact Aid, State Compensatory Education Program
- Economic Impact Aid, Limited-English-Proficient Program
- Title I, Part A, Improving Basic Programs

Up to 15 percent may be spent for administrative costs incurred at the school and district office in support of these programs.

#### Expenditures are allowable if they:

- Provide an effective means of achieving the purposes of the program funding source
- Are a reasonable use of limited resources.
- Are necessary to achieve the goals of the plan.
- Provide supplementary services for eligible students.
- Do not fund services required by state law.
- Do not pay for what, in the absence of these categorical funds, would be provided by the general fund.

This definition meets the federal requirement that expenditures of funds "supplement, and not supplant" state and local expenditures.

#### The district must reserve funds from the Title I, Part A, Basic Grant Program for:

- Costs of parent involvement (1 percent minimum) and professional development (5 percent to10 percent)
- Program Improvement schools, whatever is needed for costs of public school choice, transportation, and supplemental educational services, up to 20 percent of the district allocation

#### The district may reserve funds from Title I, Part A, for:

- Serving community day school students
- Capital expenses for Title I programs operated at private schools
- Salary differentials
- Preschool
- Summer school
- Before school, after school, and school year extension programs
- Neglected students
- Homeless students
- Assistance to schools

#### The district may also reserve funds for:

- Indirect costs of administering state and federal programs
- Repayment of disallowed expenditures

Funds received through the Consolidated Application must be used to reach school goals for improving the academic performance of all students to the level of state standards. In so doing, care must be exercised to ensure that each funding source is used for the purposes for which the funds are allocated, and for eligible students.

#### **Appendix H: Acronyms and Specialized Terms**

Listed below are acronyms most often associated with programs funded through the Consolidated Application. Most of the acronyms are "hot-linked" to information on the topic of the acronym:

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	http://www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act	http://www.usdoj.gov/crt/ada/adahom1.htm
API	Academic Performance Index	http://www.cde.ca.gov/ta/ac/ap
APS	Academic Program Survey	http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#a
BTSA	Beginning Teacher Support and Assessment	http://www.btsa.ca.gov
BTTP	Bilingual Teacher Training Program	http://www.cde.ca.gov/sp/el/bt
CAHSEE	California High School Exit Examination	http://www.cde.ca.gov/ta/tg/hs/
CBEDS	California Basic Educational Data System	http://www.cde.ca.gov/ds/ss/cb
CBEST	California Basic Educational Skills Test	http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST
CDE	California Department of Education	http://www.cde.ca.gov
CELDT	California English Language Development Test	http://www.cde.ca.gov/ta/tg/el
COE	County Office of Education	http://www.cde.ca.gov/re/sd/co/index.asp
СОР	Committee of Practitioners (Title I)	http://www.cde.ca.gov/sp/sw/t1/practitioners.asp
СРМ	Categorical Program Monitoring	http://www.cde.ca.gov/ta/cr/cc
CSAM	California School Accounting Manual	http://www.cde.ca.gov/fg/ac/sa
CSIS	California School Information Services	http://www.cde.ca.gov/ds/sd/cs
CSR	Comprehensive School Reform	http://www.cde.ca.gov/ta/lp/cs/
СТС	Commission on Teacher Credentialing	http://www.ctc.ca.gov
DAS	District Assistance Survey	http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy1.doc
DSLT	District/School Liason Team	
EC	Education Code	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edg ar.html
EL	English Learner	http://www.cde.ca.gov/ta/cr/el

ACRONYM	STANDS FOR	WEB ADDRESS
ELA	English Language Acquisition	http://www.cde.ca.gov/sp/el/ii
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development	http://www.cde.ca.gov/ta/cr/el
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea02/index. html
ESL	English as a Second Language	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected Schoolwide Learning Results	http://www.acswasc.org/process_ca_comprehen sive.htm
FEP	Fluent-English-Proficient	http://www.cde.ca.gov/demographics
FOL	Focus on Learning	http://www.acswasc.org/process_ca_comprehen sive.htm
FTE	Full-Time-Equivalent	http://data1.cde.ca.gov/dataquest/gls_fte.htm
GATE	Gifted and Talented Education	http://www.cde.ca.gov/sp/g/
GED	General Educational Development	http://www.cde.ca.gov/ta/tg/gd
HPSGP	High Priority Schools Grant Program	http://www.cde.ca.gov/ta/lp/hp/
IEP	Immigrant Education Program (NCLB, Title III)	http://www.cde.ca.gov/sp/el/t3
IEP	Individualized Education Program	http://www.calstat.org/iep/
II/USP	Immediate Intervention/Underperforming Schools Program	http://www.cde.ca.gov/ta/lp/iu
LC	Language Census	http://www.cde.ca.gov/ds/ss/lc
LD	Learning Disabled	
LEA	Local Educational Agency	http://www.cde.ca.gov/re/sd
LEP	Limited English Proficient	
NAEP	National Assessment of Educational Progress	http://www.nagb.org
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	http://www.cde.ca.gov/pr/nclb
NRT	Norm-referenced Test	
PI	Program Improvement	http://www.cde.ca.gov/ta/ac/ti/programimprov.as
PSAA	Public Schools Accountability Act	http://www.cde.ca.gov/psaa

ACRONYM	STANDS FOR	WEB ADDRESS
PTA	Parent Teacher Association	http://www.pta.org
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	http://www.cde.ca.gov/rocp/dsp/coord.html
RSDSS	Regional System for District and School Support	http://www.cde.ca.gov/sp/sw/ss/s4directory.asp
SABE/2	Spanish Assessment of Basic Education	http://www.cde.ca.gov/ta/tg/sr
SARC	School Accountability Report Card	http://www.cde.ca.gov/ta/ac/sa
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	http://www.cde.ca.gov
STAR	Standardized Testing and Reporting	http://www.cde.ca.gov/ta/tg/sr
UCP	Uniform Complaint Procedures	http://www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges	http://www.acswasc.org

#### School Vision and Mission

"Educating Today for a Better Tomorrow"

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 researched-based curriculum
- \* Produces responsible citizens
- \* Enables each child to succeed
- Teaches ecological responsibilities

#### 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 traditional schedule with the months of June and July designated as summer break. All schools in Center Unified School District share this same calendar. North Country serves Kindergarten through fifth grade with daycare provided by the Child Development Center located on our campus. Our current enrollment is 500 students.

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, celebrates cultural diversity, and understands individual needs. There is a strong focus on character education. Achievement expectations for each student remain high due to the efforts of a dedicated staff, a commitment to professional development, and a small but dedicated group of parents. In order to provide a quality program, 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. Enrichment opportunities include:

- Garden Club grades 3-5
- GATE grades 4-5 including after school enrichment opportunities throughout the year
- Conflict Managers grades 4-5
- TECH Mentors grades 4-5
- Technology program for grades K-5
- School-wide Reading Incentive Program K-5
- Accelerated Reader –grades 1-5
- Character Education Program –grades K-5
- Art Club grades 3-5
- Drama/Theatre Arts Club grades 3-5

Parents play an important role at North Country through their active participation in School Site Council, PTA and through regular volunteering in the classroom.

#### ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

# 1. Alignment of curriculum, instruction and materials to content and performance standards:

Students in grades K-5 receive instruction in reading/language arts from the Open Court 2002 curriculum, including a 30 minute workshop for pre-teaching, re-teaching or enrichment. All students receive a minimum of one hour instruction in the Harcourt-Brace math curriculum. Title I students receive additional intensive instruction with a reading specialist and trained paraprofessionals. Special Day Classes, English Language Learners, Speech and Language students and Resource groups use the same curricula in addition to thirty minutes of the Avenues curriculum for ELL students.

# 2. Availability of standards-based instructional materials appropriate to all student groups:

In addition to the state approved program offered in the classroom, Title I purchased and continues to maintain the Accelerated Reading program available to students in grades K-five. TLC, the Title I intervention program provides students with intensified instruction based on individual need during workshop time in the learning center and in the before school program. The Read Naturally program is also used in the intervention program. ELL students receive instruction in Avenues either from classroom teachers or the ELD teacher depending upon students' designation of Beginner, Early Intermediate, Intermediate, Early Advanced or Advanced.

# 3. Alignment of staff development to standards, assessed student performance and professional needs:

- New teachers receive curriculum support from district coaches at the beginning of the school year.
- New teachers receive two days of training on the Fred Jones method of
- behavior management
- Teachers have been given instruction on the use of Aeries Gradebook which will give parents on-line access to student grades and progress
- Teachers were trained by staff members in the Second Step violence prevention program with follow ups scheduled during staff meetings
- Teachers interpret classroom and school-wide STAR data in order to define student strengths and weaknesses.
- Staff development on a variety of topics is on-going during staff meetings. This
  includes but is not limited to: effective workshop activities, Student Study
  procedures, Child Abuse mandated reporting, Speech and Language services,
  Fred Jones Behavior Management, Character Education, promotion and
  retention policy and data analysis.

# 4. Services provided by the regular program to enable Underperforming students to meet standards:

- We provide a breakfast and lunch program for our students, and offer free or reduced meals to families who qualify based on income.
- Students have access to small group instruction within the school day during workshop time to address their needs based on scores and classroom performance.
- All classrooms have approximately 3-6 computers for student use throughout the day. Students in grades 3rd through sixth are provided Internet access for research projects. There is a computer lab specifically for the Title I extended learning program.
- Students use the science curriculum from Harcourt based on state science standards.
- The Harcourt social studies curriculum ties neatly into the Open Court curriculum.
   Hands-on lessons in the life lab and history center provide students with meaningful activities both in social studies and science.

# 5. Services provided by categorical funds to enable underperforming students to meet standards:

- A Title I funded Reading Specialist serves students who qualify with a score of below basic during the school day in the Reading Lab.
- Intermediate students are provided with a separate computer lab to work on Accelerated Reader and other programs to supplement and enrich instruction.

- Instructional assistants are funded to serve students in the Reading Lab during workshop and during the extended learning program
- An Intervention program entitled TLC (Timberwolf Learning Club) is provided for students at risk of retention. Students attend three days weekly before school and receive specialized instruction during the school day to develop the skills needed to meet the grade level standards.
- The Accelerated Reader program allows students to read at their own level while developing fluency. Read Naturally (Title I students) helps build fluency, comprehension and writing skills.
- Three computer labs, one an Apple, and two PC labs are upgraded and maintained with Title I, Matching grant, and SLIP funding.
- Full time ELD teacher and Russian speaking Instructional assistants are available both in the EL classroom and the Title I lab to address the needs of our English Language Learners.

# 6. Use of state and local assessments to modify instruction and improve student achievement:

We use a variety of assessments designed to determine a student's needs.
The following assessments are used at a variety of grade levels: the San Diego Quick (SDQ), Basic Phonics Skills Test (BPST), Advanced Phonics Skills Test (APST), Fluency assessments, Direct Writing Assessment (DWA), the Stockton Profile in Kindergarten, Reading Lions unit summaries assessments, Chapter tests in reading and math, pre and post tests in the math program, and Accelerated Reader reports.

## 7. Family, school, district and community resources available to assist these students:

- We provide translators for parent communication with the school.
- Student Study Team meetings are held as necessary to address student needs.
- Communication to parents via a monthly newsletter, website, School Site Council and English Language Advisory Committee.
- Title I parent informational meeting.
- A Russian speaking instructional assistant assists students in the Title I TLC program, Accelerated Reader and during lunch recess.
- Child Care is offered for parents attending SSC and ELAC meetings through a joint effort with CDC and the school.
  - 8. Under School Based Coordinated Plan (SBCP) law special education services combined with regular education services are provided to meet unique student needs. GATE students receive differentiated classroom

instruction in addition to extra-curricular activities designed to challenge students with developing higher order thinking skills.

- Regular education students may attend English Language Arts, Avenues or Math workshop groups in the learning center, resource room or other classrooms provided by a special education teacher.
- Special Education students may mainstream into regular education programs during workshop, PE, art, or other core curricular area.
- Regular education students may be assisted with class work, Accelerated Reader or homework by a highly qualified paraprofessional, reading teacher, ELD (English Language Development) teacher, or a special education teacher during appropriate, short periods of time.
- GATE students may take advantage of any of the above listed services if applicable, participate in the after school extra curricular workshops and work toward classroom goals developed to meet their needs.

Date
Dear Parents,
Under the School Based Coordinated Plan (SBCP) law, a school may write an educational plan for its school allowing the combination of special education and regular education services. The purpose of a school based coordinated plan is so that students may have the opportunity to benefit from specific instruction performed by a Special Education teacher. All grade levels at North Country schedule workshop periods into their daily schedules. Specialists are often involved in this rotation in order to best meet the needs of students in small group instruction. Additionally, the SBCP allows non-special education students to receive individualized assistance in the Resource room.
Your child,, has been identified through STAR assessments as one who can benefit from services provided by a special education teacher. Skills/services for your child will be in the area of This service will be delivered by
Please understand that your child has not been identified as a special education student. This service is being offered to regular education students in order to provide students with explicit personalized instruction. The School Site Council governs the School Based Coordinated Plan.
If you have any questions concerning this service, please contact Kathleen Lord or Jason Farrel.
Sincerely,
Kathleen Lord Principal

#### **North Country Elementary School Compact**

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

#### Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction to meet State standards
- · Motivate my students to learn
- Maintain high expectations for all students
- · Communicate regularly with families about student progress
- Provide a warm, safe and caring learning environment
- Provide meaningful, daily homework assignments to reinforce and extend learning
- Participate in professional development opportunities that improve teaching and learning, and support the formation of partnership with families and the community
- Actively participate in collaborative decision making, work with families and colleagues to make schools accessible and welcoming places for families
- · Respect the school, students, staff and families

#### **Student Pledge**

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and to be productive
- Bring necessary materials, completed assignments, and homework
- Follow all school and classroom rules
- · Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me
  to be successful in school
- · Limit my TV watching, and instead study or read every day after school
- Respect the school, classmates, staff and families.

#### Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing
- Read to my child and/or have my child read to me every day.
- Communicate with the teacher when I have a concern
- Ensure that my child attends school every day, gets adequate sleep, medical attention and proper nutrition
- Frequently monitor my child's progress in school
- Participate in school activities such as: attending parent-teacher conferences, volunteering for school and class events, attending PTSA events, and being involved with the school decision making process
- Communicate the importance of education and learning to my child
- Respect the school, staff, students, and families

Student	Teacher	Parent/Guardian

#### **North Country Elementary School**

School Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A (Title I) funds must develop jointly with, agree on with, and distribute to, parents of participating children a School Parental Involvement Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The school's school-parent compact is incorporated into the School Parental Involvement Policy.

#### PART I. GENERAL EXPECTATIONS

North Country School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that is agreeable to both the school and parents of participating children.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, twoway, and meaningful communication involving student academic learning and other school activities, ensuring—

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school:

- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child:
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

# PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- 1. North Country Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Notify parents in advance of the meetings to develop the School Parental Involvement Policy
- North Country Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
  - Distribute the School Parental Involvement Policy to the parents included in the parent handbook.
  - Distribute the School Compact to each of the students the first week of school
  - The office staff will include the School Parental Involvement Policy and the School Compact in the enrollment packet for students who enroll after the first day of school
  - Ongoing updates and communication through the monthly newsletter
- 3. North Country Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
  - The School Site Council meetings will be used as the venue for reviewing and adjusting the policy as needs arise
- 4. North Country Elementary School will convene an annual meeting to inform parents of the following:
  - That their child's school participates in Title I.
  - About the requirements and program components of Title I
  - Of their rights to be involved in their child's education within Title I
  - North Country Elementary School will hold a Title I meeting for parents and students exclusively to go over program eligibility, components and expectations in addition to Title I updates once each month during the School Site Council meeting.
- 5. North Country Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:

- A review of the offered Title 1 programs will be mailed home to each parent
- A letter is sent to all families of students who qualify for the Title 1 extended day programs as soon as they are deemed "at-risk"
- A Title I parent meeting and family night will be planned early in the year
- 6. North Country Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
  - All curriculum is available for viewing at Back to School Night
  - A copy of a bland report card stating the required State standards to be taught for the grade level will be shared at parent conference meetings
  - Parents may receive the Cut Points for Retention during their Parent-Teacher conference
- 7. North Country Elementary School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- 8. North Country Elementary School will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.

# PART III. SHARED RESPONSBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

- 1. North Country Elementary School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - The parent volunteer policy is included in the parent Back To School handbook as well as described in the monthly newsletter
  - PTA actively recruits parents during family nights
  - School Site Council and ELAC (English Language Advisory Committee) meetings are published in the school newsletter each and every month
  - Parents are encouraged to be involved in the Garden/Life Lab project

- 2. North Country Elementary School will incorporate the school-parent compact as a component of its School Parental Involvement Policy:
- 3. North Country Elementary School will, with the assistance of the District, provide assistance to parents of children served by the school in understanding topics such as the following:
  - the State's academic content standards.
  - the State's student academic achievement standards.
  - the State and local academic assessments including alternate assessments.
  - the requirements of Title I,
  - how to monitor their child's progress, and
  - how to work with educators:
- 4. The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - Inviting parents who request assistance to meet with administrators and/or teachers to go over materials and expectations
  - Inviting parents to observe lessons in the classroom and/or Learning Center
- 5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- 6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

# PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the

school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training:
- paying reasonable and necessary expenses associated with parental involvement activities, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by signature page during Title I parent informational meeting.

This policy was adopted by North Country Elementary on September 4, 2008 and will be in effect for the period of one year. At that time, the policy will be reviewed and revised as necessary. The school will distribute this policy to all parents of participating Title I, Part A children on or before this date. It will be made available to the local community in the Single Plan for Student Achievement. North Country's notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

(Signature of Authorized Official)	
(Date)	

# ONSENT AGENDA

# Center Unified School District

AGENDA	REOUEST	FOR

DEPT./SITE: Spinelli

ACTION ITEM\_\_\_X\_\_

TO: Board of Trustees

INFORMATION ITEM

DATE: October 27, 2008

# ATTACHED PAGES Book

FROM: Kristin Schmieder

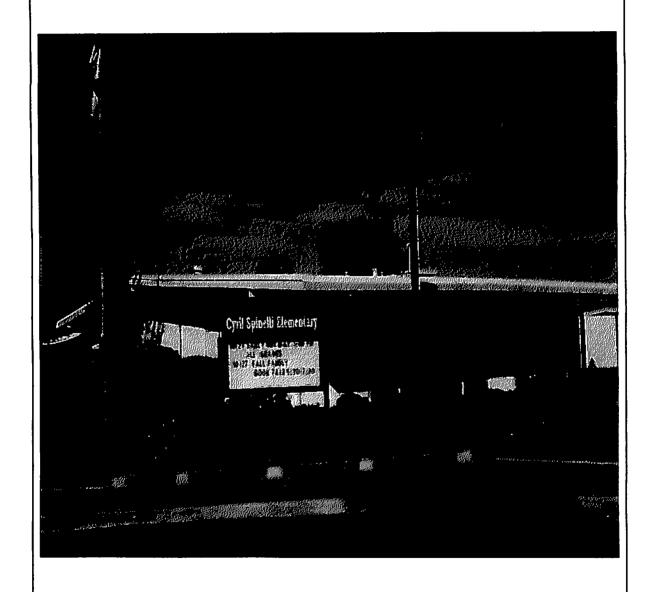
PRINCIPAL'S INITIALS .....

#### SUBJECT:

Attached is the Single Plan for Student Achievement for the 08-09 school year for Spinelli Elementary School.

RECOMMENDATION: Approval of the Single Plan for Student Achievement

### Center Unified School District Single Plan for Student Achievement 2008-2009 School Year



Spinelli Elementary School Principal: Kristin Schmieder

#### The Single Plan for Student Achievement

Spinelli Elementary School Center Unified School District

> 34-73973-6032924 CDS Code

Date of this revision:

September 2008

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Kristin Schmieder

Position: Principal

Telephone Number: 916-338-6490

Address: 3401 Scotland Dr., Antelope, CA 95843

E-mail Address: kriss@centerusd.k12.ca.us

The District Governing Board approved this revision of the School Plan on \_\_\_\_\_\_.

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#### **School Vision and Mission**

It is our goal at Spinelli Elementary School to provide all students with an educational environment which will create lifelong learners and prepare them for the 21<sup>st</sup> century. We will develop habits of the mind which will lead them to be flexible thinkers, problem solvers, and team players in order to become productive, contributing members of the local, as well as global community.

To create an environment that promotes powerful learning, we will provide curriculum which addresses a variety of genres. Activities will be meaning centered and relevant, address various learning style modalities and multiple intelligences, enable the students to be creative, emphasize problem solving, incorporate authentic assessments, utilize technology, and provide curriculum which meets the State Standards as well as an appreciation and respect for cultural diversity.

Students who attend Spinelli Elementary will develop their intellectual, aesthetic, physical and emotional abilities to their fullest potential. All students will become readers through the district adopted, research-based reading series, Open Court. They will become active participants in the learning process when given opportunities to construct meaning from the challenging, culturally diverse curriculum. Computer technology will play an important role by engaging students in curriculum based instruction on national education standards. Upon graduation from Spinelli Elementary School, the students will be socially responsible, effective communicators, problem solvers, and lifelong learners.

The mission of Spinelli Elementary School is to provide students an education which is second to none. In order to do this, our staff upholds the following ideals:

#### **GOALS:**

- A safe, orderly environment for all students and staff
- State adopted curriculum and quality instruction
- Uninterrupted instructional time
- Frequent assessment of student performance
- Communication between home and school
- Students attending daily, on time, and ready to learn
- A nurturing, caring educational environment

#### **School Profile**

Spinelli Elementary is one of four elementary schools in Center Unified School District. We are located adjacent to a park in Antelope, a dynamic community of economic and social diversity. Spinelli Elementary opened in 1965 and serves students from preschool through fifth grade with a current enrollment of approximately 325 students.

To create an environment which promotes powerful learning, we provide standards-based curriculum presented in a variety of learning modalities designed to develop critical thinking skills. We also develop an appreciation and respect for cultural diversity through our Second Step Violence Prevention Program and Life Skills Program.

Students who attend Spinelli Elementary reach or exceed the grade level standards through the *Open Court Reading Program* and *Harcourt Math Program* in grades K-5. In addition, they spend at least 20-30 minutes a day mastering math and reading skills via *SuccessMaker*, an individualized computer 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:

- Alternative programs operating before school
- An academic support network for students' success
- Staff development to ensure the most qualified teachers
- Communication with families about upcoming events
- Frequent assessment of student performance to ensure success
- Research-based, explicit reading and math programs designed to meet the needs of all learners
- A computer program designed to meet individual student needs
- A Healthy Start Family Resource Center for students and their families
- A safe and orderly environment for all students and staff
- An environment where everyone helps one another

#### **Analysis of Current Instructional Program**

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements may be used to discuss and develop findings that characterize the instructional program at this school for students:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

#### Standards, Assessment, and Accountability

- At Spinelli, we use a variety of assessments to determine a student's needs. The following assessments are used at a variety of grade levels: the San Diego Quick (SDQ), Basic Phonics Skills Test (BPST), Basic Phonics Skills Test 2 (BPST2), Advanced Phonics Skills Test (APST), Fluency assessments, Direct Writing Assessment (DWA), the Stockton Profile, Open Court unit assessments, chapter tests in reading and math, pre and post tests in the math program, Accelerated Reader, STAR Reading Level Assessment, CST tests, CAT- 6 tests in 3<sup>rd</sup> grade, and SuccessMaker reports.
- Preschool students are administered the Desired Results Development Profile (DRDP) or the DRDP Access two times per year. This is a state-wide accountability assessment for all publicly funded center-based child development programs.

#### Staffing and Professional Development

- The District offers in-service training in Open Court, Harcourt Math Program, and Fred Jones Behavior Management Techniques.
- Computer training in-services are provided for the following programs: United Streaming, Excel, PowerPoint, Publisher, Basic and Intermediate Word, Aeries Student Information System, Accelerated Reader, and SuccessMaker, for our state testing data, and email and Internet use.
- Academic coaches provide teacher training and staff development on a variety of topics to include technology, writing skills, music, art, organizational skills, and critical thinking skills.

#### Teaching and Learning

- Since the 1997-1998 School Year, we have been using the *Open Court Reading Series*. In the 2002-2003 School Year, we adopted *Open Court 2002*. This reading program is approved by the state, and aligned to the standards.
- In the 2001-2002 School Year we adopted the *Harcourt Math Program*. This math program is approved by the state, and aligned to the standards.

With the adoption of *Open Court 2002*, our school-wide Title 1 program purchased \$40,000.00 in supplemental materials, such as extra reading trade books and listening centers with books on CD, to address the various learning styles and modalities of our student population. In addition, \$10,000.00 was spent at the end of the 03-04 school year to replace consumable, supplemental materials to be used in the 04-05 school year. In the 04-05 school year, each grade level spent \$10,000.00 for standards-based supplemental materials to support the core curriculum and enhance the classroom environment. In the 05-06 school year, each teacher received an allotment to purchase additional instructional materials to support the core curriculum. In the 06-07 SY, supplemental materials were purchased to give additional support to our neediest students. In the 07-08 school year, we implemented a learning center model where grade level students participate in small group instruction in the core subjects to meet grade level standards.

#### Opportunity and Equal Educational Access

- Students have access to small group instruction in the classroom during workshop time to pre-teach or re-teach the curriculum.
- Every classroom has supplemental materials to support the curriculum.
- A Title 1 teacher and two instructional specialists pull-out and push-in to the classrooms to support the regular education program.
- We provide breakfast and lunch programs for our students, and offer free or reduced meals to families who qualify.
- We provide Avenues EL curriculum to our EL students who are developing their English acquisition skills.

#### Involvement

- We have an ELD teacher to address the needs of our English Language Learners.
- We have a school English Language Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC-) for our non-English speaking parents.
- At the beginning of each school year, we hold FAST (Family and School Team) meetings with the families of our at risk students to get necessary interventions in place ASAP.
- We have on-site translators to bridge the language barrier between our non-English speaking parents and the school.
- Student Study Team meetings are held weekly to address students with academic, social and/or emotional needs which impede their learning.
- We have a Healthy Start Program on our campus offering outreach services for our students and their families.
- Students and their families have access to our school library.
- We have an active Parent/Teacher/Student Association to involve parents in the school.
- Student attendance is emphasized by the teaching staff, office staff, and administration by communicating with families when their child is absent.
- Student health issues are addressed by either our district nursing department or Healthy Start office.

• Parent support/participation/involvement is encouraged and welcomed at Spinelli.

#### **Funding**

- We provide an intervention program for students at risk of retention. Students most at risk come to school for additional time outside the school day to develop the skills needed to meet the grade level standards. We offer a before school program staffed by teachers and instructional specialists.
- Our Title 1 teacher and two instructional specialists provide a pull-out and/or push-in program during the school day for students who are not working at grade level. They work with the students on the grade level standards in the core curriculum.
- All classrooms have three to six computers for student use throughout the day. Students in grades K-5 are provided Internet access for research projects.
- All classrooms have listening centers to accommodate student needs.
- All classrooms have supplemental materials in the core curriculum for student use.
- Both of our computer labs are equipped with the SuccessMaker computer software.
- Students have access to the Harcourt Math Intervention computer program, the *Accelerated Reader Program*, and the *Read Naturally Program* to build their fluency and comprehension skills.

# ANALYSIS OF CURRENT EDUCATIONAL PRACTICE Healthy Start

The Healthy Start and Title 1 staffs collaboratively meet with families to support them in developing a plan and accessing the resources they need to provide a safe, healthy learning environment for their children. These Family and School Team (FAST) plans may include an array of services available through our Family Resource Center, educational supports, or assistance in accessing community resources. Family members or school staff can initiate a FAST planning meeting. We acknowledge that parents are the primary support and educators of their children and the school is the facilitator for organizing services. We believe that successful families raise successful children. The following services are available:

Academic	Health	Social/Emotional	Basic Needs
One on one and small group tutoring by Americorp worker	Translation in Spanish and Russian to assist in accessing health services	Mentoring by Americorp worker	Referrals for housing assistance
Translation services for parent/teacher conferences in Spanish and Russian	Referral and advocacy to access health services and family health education	Violence prevention curriculum taught by Americorp worker	Emergency clothes closet
English Language classes for adults	Assistance applying for low cost health insurance for children	Special Friends program to help students gain confidence in school	Referrals for emergency food
Toddler and caregiver class to promote language and social development	Access to free eye care through Vision Service Plan for low income students who do not have insurance	Friends Club to teach students to model pro- social peer interactions and problem solving	Toys for children at Christmas
Adult Education GED classes	Annual Dental screening and free dental care for uninsured students	Consultation for teachers and parents on child behavior and management	Host families for Thanksgiving and Christmas meals
Community donation of school supplies	Dental health care instruction through Smilekeepers	Child and family counseling for MediCal eligible families through Terkensha Mental Health onsite staff	Services for homeless families

# ANALYSIS OF CURRENT EDUCATIONAL PRACTICE Title 1

Spinelli Elementary receives federal money to support the needs of our underperforming students. Our school wide Title 1 program offers the following services for students:

Identification of all students, kindergarten through grade 5, who are in need of supplemental instruction in Reading/ Language Arts and Math, based on assessment data.	A Title 1 Teacher who provides individual and small group instruction in Reading/ Language Arts and Math.	2 Instructional Specialists who provide individual and small group instruction in Reading/ Language Arts and Math, and offer emotional and behavioral support to the students.	Writer's Companion Software which supplements the writing program
Extended Day Programs  Before school classes to assist at-risk students in Language Arts and Math.	Supplemental Materials  Literature, literacy resources, computer software, and various manipulatives are available for classroom use.	Math Facts in a Flash  Assists students in mastering math facts from basic addition to decimals, squares, and fractions.	Harcourt Math Intervention  Software which directly supports the classroom math curriculum.
Computer Labs  Every student at Spinelli works in the primary or intermediate computer lab 15-30 minutes daily. These labs are used for computer- assisted instruction and research projects.	Computer-assisted instruction  All students use the SuccessMaker program. This individualized program addresses specific Language Arts and Math needs. It is used in all grades, Kindergarten through 5 <sup>th</sup> .	Students use the  Accelerated Reader computerized reading incentive program, which helps to motivate students to read by setting individual reading goals and assessments.	Students use the Read Naturally Program: a computerized reading program focusing on reading fluency and comprehension skills.

# **ANALYSIS OF CURRENT EDUCATIONAL PRACTICE**Intervention Program

Spinelli offers a variety of intervention programs designed to meet the physical, social, emotional, and academic needs of the students. We offer programs before, during and after school to ensure we develop productive members of society.

Approximately one- fourth of our students	We have a small clothes closet for	Through a partnership with the Antelope	We refer families for immediate food needs
eat breakfast at	students in need.	Mom's Club, we are	We host families for
school daily, and		able to provide school	Thanksgiving and
three-fourths eat		supplies, backpacks, and	Christmas meals.
school lunch.		clothing for students.	We provide toys and
			clothing to needy
11.			families at Christmas.
How do we meet the	social needs of our st	tudents?	
The social needs of	Primary Intervention	Spinelli Buck Store	To recognize and show
our students are met	Program	Every Friday students	the importance of
through the Second	We have a PIP on our	who received Spinelli	positive behavior
Step Violence	campus for students	bucks for "doing the right	choices, we have Tig
Prevention curriculum	who may "fall through	thing" get to shop for	Days where we
used in classrooms	the cracks"; giving	items in our Spinelli	celebrate "Students o
weekly.	them tools for	Buck store.	the Month", and give
	developing friendships.		all students the
			opportunity to be team players and build self
			confidence by creating
			performances for the
			student body.
School Clubs:	Peacekeeper Program	The Vice Principal is	P.E. Interns
Garden Club	Students who qualify	present on the campus	We have a partnership
Spanish Club	must maintain good	encouraging positive	with CSUS Physical
Spirit Team- grades 2	grades, be role models	social behavior for	Education Departmen
& 3 and 4 & 5,	for their peers, and	students who have	where we host P.E.
Scrapbooking Club	have the skills to help	difficulty making good	Interns for eight week
Student Council	students resolve	choices. She has also	cycles as student
Walking Club.	conflicts in a peaceful	implemented a	teachers. Our student
	manner.	community service	learn a variety of
		program for students who	physical fitness
		repeatedly make poor choices which lead to	activities, and develop
		suspension. As a result,	a teamwork approach to sports activities.
		we have fewer	to sports activities.
		suspensions.	

Spinelli was awarded a	Through Terkensha	We are fortunate to have	Occasionally we make
\$400,000.00 Healthy	Mental Health, our	an <b>Americorps</b> worker	home visits to suppor
Start Grant in June of	families have access to	on campus several days a	students who need that
2000. Our Healthy	mental health services	week to work one-on-one	connection to be
Start program is still in	increasing students'	with students needing	successful in school.
operation today,	abilities to function in	emotional and/or	
extending the grant far	school, at home, and in	academic support.	
beyond the initial three	the community. These		
years of funding.	services are provided		
	on the Spinelli campus.		
How do we meet the	academic needs of ou	ır students?	
Being a School-wide	UnitedStreaming, an	Our English Learners	Focus 2 Learn, a
Title 1 school, we	online video clip	receive thirty minutes of	program created by o
offer a variety of	program designed to	daily instruction in	district Occupational
nterventions to meet	offer real-life visual	English Language via the	Therapist addresses
he needs of all	and audio cues on a	Avenues Curriculum,	neurological/brain
earners. These	number of educational	while English Only	function as it relates
nterventions can be	topics, provides	students participate in	learning and attention
extra materials to	students with	writing enrichment or	The program gets the
support the	background knowledge	reading remediation	students physically
curriculum,	necessary for concept	activities based on their	moving by completing
nstructional	attainment.	specific needs. This	a variety of brain vs.
specialists or teachers		group rotation is	body and eye/hand
working with students,		provided by the	coordination activities
computers and		classroom teachers, the	designed to focus the
computer labs, and/or		ELRT teacher, the Title 1	brain and prepare it f
Accelerated Reader		teacher and two	learning.
ooks.		instructional specialists.	
We work with our site	Staff Development to	To increase school	For a struggling
Child Development	improve and strengthen	attendance, we have	student, the day begin
Center (on-site	our teachers' abilities to	implemented weekly	with before school
laycare) to bridge the	deliver a quality	recognition certificates	intervention, where
gap between school	education. We provide	for classrooms with	the student works on
and home by	in-services on behavior	perfect attendance. We	reading and/or math
providing grade level	management via Fred	also honor students with	skills. Before school
extbooks so their staff	, -	perfect attendance at our	intervention also
an help students	strategies and	Tiger Days. We make	utilizes one-on-one
complete homework	techniques for reaching	daily phone calls home	sessions with a teach
luring "homework	the reluctant learner,	for every student	or instructional
club" at CDC.	curriculum delivery,	absence.	specialist. This
	and technology to		program is offered

# STUDENT PERFORMANCE DATA SUMMARY

				;	School	Demo	graph	ic Ch	aracte	eristics					
						Octobe									
Male Female															
	Am. Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American Not Hispanic	White	Am. Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American Not Hispanic	White	Total
Kdg		4			10		4		3		2	4	2	12	41
1st		3	1		3	3	15	1	2	1	2	7	5	19	62
2nd		2		1	7	2	12		2		1	5	7	10	48
3rd		1			4	3	17	1	2		1	6	4	14	53
4th	1	4	2		7	4	9		3			4	2	16	51
5th	Ì	2		2	4	3	17		3		2	2	4	11	50
Ungraded		2	2		7	3	16		1		i	1	3	12	47
Total		18	5	2	42	18	90	2	16	1	8	29	27	94	352

Ethnic/Racial (STAR)	<b>Percent</b>	Parent Educational Level (STAR) Pg	<u>ercent</u>
African American	15	*Parent with a response	77
American Indian	0	Of those with a response	
Asian	8	Not a high school graduate	7
Filipino	2	High school graduate	29
Hispanic or Latino	1 <del>7</del>	Some College	35
Pacific Islander	2	College graduate	25
White (not Hispanic)	51	Graduate	4
These percentages may not sum to	100 due to	*This number is the percentage of si	tudent
responses of: other, multiple, declin		answer documents with stated parei	
or non-response.	•	education level information.	
Participants in Free or Reduced	Percent	Average Parent Educational Level	2.90
Price Lunch (STAR)	66	The average of all responses where	2.00
1 . 100 22110 (0 1 / 11 /	33	"1"represents "Not a high school	
		Graduate" and "5" Graduate school."	
	Percent	Pe	rcent
English Learners (STAR)	23	Fully credentialed teachers	100
Reclassifies Fluent English (RFE		•	
Students with Disabilities (STAR)			
Multi-track year-round school	no	Teachers with emergency credentials	<b>S</b> 0
School Mobility (STAR)	93	Nu	ımber
This is the percent of students who	were	Enrollment in grades 2-11 on first	
Counted in October 2007 CBEDS.		Day of testing (STAR)	241
Class Size (CBEDS)	Average	Number of students excused from	1
Grades K-3	19	testing (STAR) per parent written re	quest
Grades 4-5	25		
		Number of Students Tested (STAR)	240

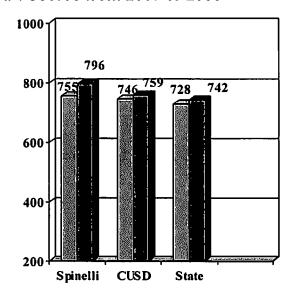
# State Accountability: Academic Performance Index (API)

The API is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR). The ranking includes ten deciles, decile one being the lowest.

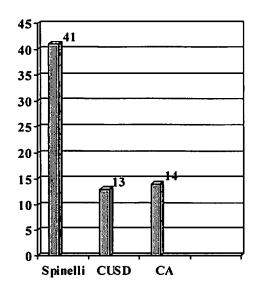
STAR 2008 Percent Tested	Number Included in the 2008 API	2008 API (Growth)	2007 API (Base)	2007-08 Growth Target	2007-08 Growth	Met Target School- wide	Met Target Comparable Improvement
100	222	796	755	5	41	yes	yes

Student Groups	Number of Pupils Included in 2008 API	Numerically Significant	2008 Subgroup API Growth	2007 Subgroup API Base	2007-08 Subgroup Growth Target	Met 2007-2008 Subgroup Growth Target
African American, not Hispanic	33	no	n/a	n/a	n/a	n/a
American Indian or Alaska Native	1	no	n/a	n/a	n/a	n/a
Asian	18	no	n/a	n/a	n/a	n/a
Filipino	6	no	n/a	n/a	n/a	n/a
Hispanic or Latino	35	no	726	n/a	n/a	n/a
Pacific Islander	4	no	n/a	n/a	n/a	n/a
White not Hispanic	117	yes	809	767	5	yes
Economically Disadvantaged	146	yes	781	719	5	yes
English Learners	75	no	n/a	n/a	n/a	n/a

#### API Scores from 2007 to 2008



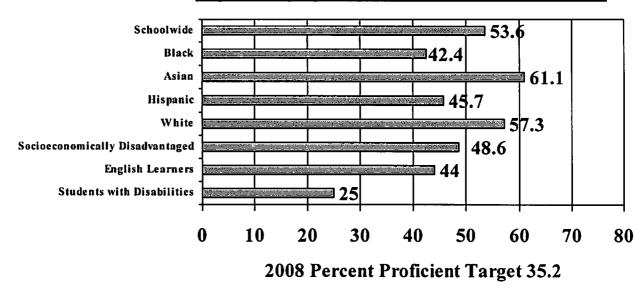
#### Growth in API from 2007 to 2008



# Federal Accountability: Adequate Yearly Progress (AYP)

Met AYP CriteriaEnglish-Language ArtsMathematicsParticipation RateYesYesPercent ProficientYesYesAPIYesYes

#### English Language Arts-Percent At or Above Proficient



### Mathematics- Percent At or Above Proficient

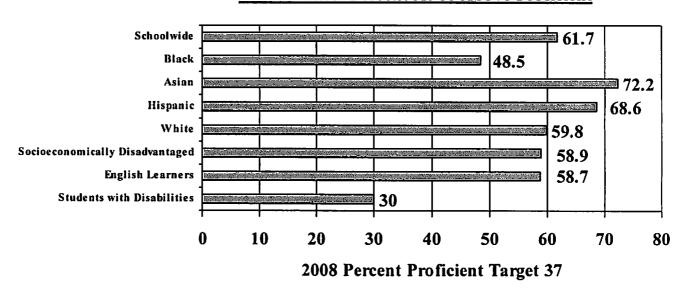


Table 1a: Academic Performance by Ethnicity- Language Arts

Table 1d. 7 loads me 1 diferman				DEMIC		RMANCI	E INDEX	(API) D	ATA BY	STUDE	NT GRO	DUP*		
API PROFICIENCY LEVEL			All Studen	ts		White			African-American			Hispanic		
T NOTIOIENOT EEVEL		<b>'06</b>	<b>'07</b>	<b>'08</b>	<b>'06</b>	<b>'07</b>	<b>'08</b>	'06	<b>'07</b>	<b>'08</b>	<b>'06</b>	<b>'07</b>	'08	
Number (#) /	#	121	112	119	41	65	67	11	14	14	10	19	16	
Percent (%) At or Above Proficient	%	45	49	51	43.6	51	55	42.3	42	39	33.3	53	42	
Number / Percent	#	89	64	73	37	35	35	10	8	10	13	7	14	
At Basic	%	33.1	28	31	39.4	28	28	38.5	24	28	43.3	19	37	
Number / Percent	#	39	38	30	11	19	14	4	8	9	5	8	7	
Below Basic	%	14.5	17	13	11.7	15	11	15.4	24	25	16.7	22	18	
Number / Percent	#	20	13	12	5	8	7	1	3	3	2	2	1	
Far Below Basic	%	7.4	6	5	5.3	6	6	3.8	9	8	6.7	6	3	
TOTAL NUMBER / % OF STUDENT POPULATION	#	269	227	234	94	127	123	26	33	36	30	36	38	
	%	100	100	100	34.9	55.9	52.6	9.7	14.5	15.4	11.2	15.9	16.2	

<sup>\*</sup>Table represents data of significantly populated subgroups

- 1. The percentage of students at or above Proficient has consistently increased from year to year.
- 2. The number of students in the "All Student" category in the Below Basic and Far Below basic levels continues to decline.

Table 1b: Academic Performance by Ethnicity- Mathematics

			ACA	DEMIC	PERFO	RMANC	E INDEX	(API) D	ATA BY	STUDE	NT GRO	DUP*	
API PROFICIENCY LEVEL			All Students			White			African-American			Hispanic	
		<b>'06</b>	<b>'07</b>	<b>'08</b>	<b>'</b> 06	<b>'07</b>	<b>'08</b>	<b>'</b> 06	<b>'07</b>	<b>'08</b>	<b>'</b> 06	<b>'</b> 07	<b>'08</b>
Number (#) /	#	147	118	139	48	71	70	13	14	16	12	16	24
Percent (%) At or Above Proficient	%	54.6	52	59.4	51.1	56	58	50	42	44	40	44	65
Number / Percent	#	71	53	47	31	27	26	8	8	7	12	9	6
At Basic	%	26.4	23	20	33	21	22	30.8	24	19	40	25	16
Number / Percent	#	44	37	32	14	22	20	4	5	5	6	6	4
Below Basic	%	16.4	16	13.6	14.9	17	16	15.4	15	14	20	17	11
Number / Percent	#	7	18	16	1	6	5	1	6	8	0	5	3
Far Below Basic	%	2.6	8	7	1.1	5	4	3.8	18	22	0	14	8
TOTAL NUMBER /	#	269	226	234	94	126	121	26	33	36	30	36	37
% OF STUDENT POPULATION	%	100	100	100	34.9	55.7	51.2	9.7	14.6	15.4	11.2	15.9	15.9

<sup>\*</sup>Table represents data of significantly populated subgroups

- 1. Almost 60 percent of "All Student" category scored At or Above Proficient in math.
- 2. Although the number of students scoring at the Far Below Basic level decreased slightly in the 08 year, our goal is to eliminate all students from this category.

Table 2a: Academic Performance by Grade Level-Language Arts

			-		ACADEMIC	PERFOR	MANCE IN	DEX (API	) DATA B	Y GRADI				
API PROFICIENCY LE	EVEL	Grade: 2				Grade: 3			Grade: 4			Grade: 5		
		<b>'06</b>	'07	<b>'08</b>	<b>'</b> 06	<b>'07</b>	<b>'08</b>	<b>'</b> 06	<b>'07</b>	<b>'08</b>	<b>'</b> 06	<b>'07</b>	<b>'08</b>	
Number (#) / Percent (%)	#	30	42	35	18	19	29	42	29	34	31	32	19	
At or Above Proficient	%	52.6	67	65	34.6	28	48	60.9	50	56	36.9	45	33	
Number / Percent	#	14	13	11	23	22	21	19	21	14	30	21	27	
At Basic	%	24.6	21	20	44.2	32	35	26.8	36	23	34.5	29	47	
Number / Percent	#	6	3	5	9	22	7	6	4	10	15	12	8	
Below Basic	%	10.5	5	9	17.3	32	12	8.5	7	16	17.9	17	14	
Number / Percent	#	7	4	3	2	6	3	2	4	3	8	7	3	
Far Below Basic	%	12.3	6	6	3.8	9	5	2.8	7	5	9.5	10	5	
TOTAL NUMBER /	#	57	62	54	52	69	60	69	58	61	84	72	57	
% OF STUDENT POPULATION	%	100	100	100	100	100	100	100	100	100	100	100	100	

<sup>1.</sup> In grades 2-4, over 48 % of the students scored "At or Above Proficient" in the 08 school year.

<sup>2. 42</sup> students, grades 2-5, scored FBB or BB in Language Arts which is 20 fewer students than in the previous year.

Table 2b: Academic Performance by Grade Level-Mathematics

					ACADEMIC	PERFOR	MANCE	INDEX (A	PI) DAT	A BY GF	RADE			
API PROFICIENCY LE	FVFI		Grade	: 2	G	Grade: 3			Grade: 4			Grade: 5		
111011012110121		<b>'06</b>	<b>'07</b>	<b>'08</b>	<b>'06</b>	<b>'07</b>	<b>'08</b>	<b>'</b> 06	<b>'07</b>	<b>'08</b>	<b>'</b> 06	<b>'07</b>	<b>'08</b>	
Number (#) / Percent (%)	#	38	47	37	35	38	44	47	33	39	27	17	17	
At or Above % Proficient	%	66.7	77	69	67.3	56	73	68.1	56	64	32.1	24	30	
Number / Percent	#	9	6	11	9	12	8	14	19	11	37	20	17	
At Pacie	%	15.8	10	20	17.3	18	13	20.3	33	18	44	28	30	
Number / Percent	#	7	7	2	8	16	6	6	5	9	18	18	15	
Below Basic	%	12.3	11	4	15.4	24	10	8.7	9	15	21.4	25	26	
Number / Percent	#	3	1	4	0	2	2	2	1	2	2	16	8	
Far Below Basic	%	5.3	2	7	0	3	3	2.9	2	3	2.4	23	14	
TOTAL NUMBER	#	57	61	54	52	68	60	69	58	61	84	71	52	
% OF STUDENT POPULATION	%	100	100	100	100	100	100	100	100	100	100	100	100	

<sup>1.</sup> In grades 2-4, over 64 % of the students scored "At or Above Proficient" in the 08 school year.

<sup>2. 48</sup> students scored FBB or BB which is 18 fewer students than in the previous year.

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

# English-Language Arts Target 35.2 % Met all percent proficient rate criteria? Yes

	<u>Valid</u>	Number At or Above	Percent At or Above	Met 2008 AYP	Alternative
<u>GROUPS</u>	<b>Scores</b>	<b>Proficient</b>	<b>Proficient</b>	<u>Criteria</u>	Method
Schoolwide	222	119	53.6	Yes	
African American or Black (not of Hispanic origin)	33	14	42.4		
American Indian or Alaska Native	1				
Asian	18	11	61.1		
Filipino	6				
Hispanic or Latino	35	16	45.7		
Pacific Islander	4				
White (not of Hispanic origin)	117	67	57.3	Yes	
Socioeconomically Disadvantaged	146	71	48.6	Yes	
English Learners	75	33	44.0	Yes	
Students with Disabilities	40	10	25.0		<u>SH</u>

- 1. Over 53% of the students scored At or Above Proficient.
- 2. 44 percent of the EL students scored At or Above Proficient. This numerically significant group has almost 56 percent of its population scoring Basic, Below Basic or Far Below Basic.
- 3. All significant population subgroups met AYP criteria in ELA.

Table 4: Mathematics Adequate Yearly Progress (AYP)

# Mathematics Target 37.0 % Met all percent proficient rate criteria? Yes

	Valid	Number At or Above	Percent At or Above	Met 2008 AYP	Alternative
<u>GROUPS</u>	Scores	<b>Proficient</b>	<u>Proficient</u>	<u>Criteria</u>	Method
Schoolwide	222	137	61.7	Yes	
African American or Black (not of Hispanic origin)	33	16	48.5		
American Indian or Alaska Native	1				
Asian	18	13	72.2		
Filipino	6				
Hispanic or Latino	35	24	68.6		
Pacific Islander	4				
White (not of Hispanic origin)	117	70	59.8	Yes	
Socioeconomically Disadvantaged	146	86	58.9	Yes	
English Learners	75	44	58.7	Yes	
Students with Disabilities	40	12	30.0		

## Conclusions indicated by the data:

2. All significant population subgroups met AYP criteria in Math.

<sup>1.</sup> Over 61% of the students scored At or Above Proficient in Math.

Table 5: 2008 Physical Fitness Report

2008 Physical Fitness Report Summary of Results					
Physical Fitness Tasks	Total Tested	% in HFZ (Healthy Fitness Zone)	% not in HFZ (Healthy Fitness Zone)		
Aerobic Capacity	56	53.6	46.4		
Body Composition	56	66.1	33.9		
Abdominal Strength	56	71.4	28.6		
Trunk Extension	56	96.4	3.6		
Upper Body Strength	56	66.1	33.9		
Flexibility	56	66.1	33.9		
Number of Fitness Standards Achieved	Number	Percent	Cumulative Percent		
6 of 6 fitness standards	11	19.6	19.6		
5 of 6 fitness standards	15	26.8	46.4		
4 of 6 fitness standards	10	17.9	64.3		
3 of 6 fitness standards	15	26.8	91.1		
2 of 6 fitness standards	4	7.1	98.2		
1 of 6 fitness standards	1	1.8	100		
0 of 6 fitness standards	0	0	100		
Total Tested	56	100			

<sup>1. 46.4%</sup> of 5<sup>th</sup> grade students met either 5 of 6 of the standards, or all of the standards compared to the 78.2 % from the 07 year.

Table 6: California English Language Development (CELDT) 07-08 Data

	California English Language Development Test (CELDT) Results										
Grade	Adv	anced	anced Early Advanced		Intermediate	Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#
к	0	0	0	0	0	0	0	0	1	0	1
1	1	5	4	20	13	65	1	5	1	5	20
2	0	0	4	22	9	50	4	22	1	6	18
3	1	10	3	30	11	65	0	0	0	0	15
4	0	0	3	18	11	65	2	12	1	6	17
5	1	6	9	53	7	41	0	0	0	0	17
Total	3	3	23	26	51	58	7	8	4	5	88

<sup>1. 3%</sup> of the EL students scored Advanced. 26% scored Early Advanced. 58% scored Intermediate. 8% scored Early Intermediate, and 5% scored Beginning.

# **Planned Improvements in Student Performance**

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

The students in the following subgroups and grade levels will participate in this goal:	Anticipated annual performance growth for each group:     Two percent increase in the number of students
All students, Title 1, English Learners	performing in the Proficient and Advanced categories on the CST assessment in Language Arts
Means of evaluating progress toward this goal:  1. STAR leveled reading assessment 2. CST for Language Arts 3. Administrator and teacher monthly meetings 4. Title 1 support 5. Accelerated Reader 6. Open Court and Fluency Assessments 7. 20 Day Standards based assessments 8. FAST meetings 9. DWA 10. Cut-Points for Retentions checklist 11. Intervention program 12. California Frameworks Blueprints 13. SuccessMaker 14. Best Instructional Practices staff development	Group data to be collected to measure academic gains:  1. 20 day standards assessment  2. Accelerated Reader reports  3. STAR leveled reading reports  4. Report Cards  5. EL report cards  6. Frequent progress reports to parents  7. DWA assessments  8. Open Court assessments  9. CST data for Language Arts  10. SuccessMaker reports

Actions to be Taken to Reach This Goal	Start /Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Extended learning time before school	September 08-May 09	Intervention teachers & aides	\$ 18,000	Title 1
Push-in or Pull out programs during the day	September 08-May 09	1 teacher & 2 Inst. Spec.	\$125,000	Title 1
Supplemental Services (AR, Read Naturally, SuccessMaker)	August 08-May 09	Currently have programs	None	
ELL Avenues curriculum	September 08-May 09	1 ELD Teacher & 1 bilingual aide	\$ 60,000	District
Small group instruction during workshop	September 08-May 09	none		
The administration meets with the teachers at least 6 times throughout the year to discuss student progress	August 08-May 09	Substitutes for teacher mtg.	\$ 2,000	Title 1
Academic Coaches provide staff development, district wide	August 08-May 09	District sponsors		District
Communication by the teachers with parents regarding students' results on 20 day assessment	September 08-May 09			
Communication by the teachers with parents regarding students' results on Accelerated Reader where applicable	September 08-May 09			
School and/or classroom newsletter with web pages and other resources for parents to access which support student learning.	August 08-May 09			
Update intermediate computer lab	October 08-January 09	32 new computers	\$ 25,000	Title 1

## **Planned Improvements in Student Performance**

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
All students, Title 1, English Learners	<ul> <li>Two percent increase in the number of students performing in the Proficient and Advanced categories on the CST assessment in Mathematics.</li> </ul>
Means of evaluating progress toward this goal:  1. CST for Mathematics 2. Administrator and teacher monthly meetings 3. Harcourt Math Assessments 4. Harcourt Math computer generated programs for remediation 5. FAST meetings 6. Cut-Points for Retentions checklist 7. California Frameworks Blueprints 8. Best Instructional Practices staff development 9. Title 1 support 10. 20 day Standards assessments 11. Intervention program 12. Pathways to Algebra 13. Times math fact tests	Group data to be collected to measure academic gains:  1. 20 day assessment data 2. Report Cards 3. Frequent progress reports to parents 4. Harcourt math assessments 5. SuccessMaker data 6. Timed math facts data

Actions to be Taken to Reach This Goal	Start /Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Extended learning time before school	September 08-May 09	Intervention teachers & aides	\$ 9,000	Title 1
Push-in or Pull out programs during the day	September 08-May 09	1 teacher & 2 Inst. Spec.	\$125,000	Title 1
Supplemental Services (Facts in a Flash, SuccessMaker, Harcourt computer Math software)	August 08- June 09	Currently have programs	None	Title 1
Small group instruction during workshop	August 08- June 09	None	None	District
The administration meets with the teachers at least 6 times throughout the year to discuss student progress	August 08-May 09	Substitutes for teacher mtg	\$ 2,000	Title 1
Academic Coaches provide staff development district wide	August 08-May 09	District pays		
Communication by the teachers with parents regarding students' results on 20 day assessment	September 08-May 09			
School and/or classroom newsletter with web pages and other resources for parents to access which support student learning.	August 08-May 09			

### **Planned Improvements in Student Performance**

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

#### SCHOOL GOAL # 3

Through school wide programs, average daily attendance will increase while referral and suspension rates decrease. Students will develop strategies for positive social interaction through District adopted character building programs.

Student groups and grade levels to participate in this	goal:	Anticipated annual performance growth for each group:  • 96% of the students will attend school each day			
All students					
<ul> <li>Vice Principal monitoring lunch recess</li> </ul>	100% of students with				
Title 1 staff monitoring lunch recess	Prevention and Life Skills programs, along with meetings				
Means of evaluating progress toward this goal:		Group data to be collected to	measure acad	emic gains:	
Weekly attendance registers	Actual weekly attendance sheets (07-08 compared to 08-09)				
2. Aeries Reports	Actual number of suspensions and referrals				
3. Teacher lesson plans showing 2nd Step, Life	Skills, or class meetings				
Actions to be Taken to	Otat (Orangletian Data	Daniel Santa diame	Estimated	Funding	
Reach This Goal	Start /Completion Date	Proposed Expenditures	Cost	Source	
Telephone calls by the teachers and office staff inquiring about an absence	August 08-May 09	staff	None	District	
Monthly attendance letters	August 08-May 09	office staff and VP		District	
Weekly awards to classes with perfect attendance	August 08-May 09	certificates and prizes	\$2,000	Student Body	
2 <sup>nd</sup> Step Violence Prevention and Life Skills	August 08-May 09	have materials	None	None	

FAST Plans	August 08-May 09	teacher subs	\$1000	Title 1
Walking Club	September 08-May 09	Coordinator and prizes	\$5,000	Grant
Promoting student wellness	August 08-May 09	have materials		Title 1
Mentoring by Instructional Asst, PIP/Special Friends	August 08-May 09	have materials		
Student recognition for perfect attendance at Tiger Days	August 08-May 09	certificates and prizes	\$2,000	Student Body
Revision of playground rules to include rewarding positive behavior choices	August 08-May 09	have materials		
Community Service Program	September 08-May 09	Vice Principal		
Peace Keepers	September 08-May 09	Vice Principal		
Student Council- school beautification plan, recycling program	October 08-May 09	Teacher		

#### Use of Fiscal Resources

The following fiscal practices apply to the use of funds generated through the Consolidated Application:

The state fiscal year is the period from July 1 to June 30. Funds not spent during this period become "carryover funds," to be budgeted for use the following fiscal year. Districts may allow carryover to remain at the school that generated the funds or may aggregate unspent funds from all schools and redistribute them according to the formula appropriate for each program. State law does not limit the amount of carryover funds.

The federal fiscal year is the period from October 1 through September 30. However, we are allowed to spend federal funds beginning the previous July 1. Thus, the period of allowable expenditure extends for 15 months. Title I law limits the amount of funds that may be carried over from the previous fiscal year to 15 percent, except for agencies that receive less than \$50,000. A waiver of this restriction may be requested from the State Board of Education once every three years.

**Eighty-five percent** of the funds from certain categorical programs must be used for direct educational services at schools. This limitation applies to:

- Economic Impact Aid, State Compensatory Education Program
- Economic Impact Aid, Limited-English-Proficient Program
- Title I, Part A, Improving Basic Programs

Up to 15 percent may be spent for administrative costs incurred at the school and district office in support of these programs.

#### Expenditures are allowable if they:

- Provide an effective means of achieving the purposes of the program funding source
- Are a reasonable use of limited resources
- Are necessary to achieve the goals of the plan
- Provide supplementary services for eligible students
- Do not fund services required by state law
- Do not pay for what, in the absence of these categorical funds, would be provided by the general fund

This definition meets the federal requirement that expenditures of funds "supplement, and not supplant" state and local expenditures.

#### The district must reserve funds from the Title I, Part A, Basic Grant Program for:

- Costs of parent involvement (1 percent minimum) and professional development (5 to 10 percent)
- Program Improvement schools, whatever is needed for costs of public school choice, transportation, and supplemental educational services, up to 20 percent of the district

#### allocation.

#### The district may reserve funds from Title I, Part A, for:

- Serving community day school students
- Capital expenses for Title I programs operated at private schools
- Salary differentials
- Preschool
- Summer school
- Before school, after school, and school year extension programs
- Neglected students
- Homeless students
- Assistance to schools

#### The district may also reserve funds for:

- Indirect costs of administering state and federal programs
- Repayment of disallowed expenditures

Funds received through the Consolidated Application must be used to reach school goals for improving the academic performance of all students to the level of state standards. In so doing, care must be exercised to ensure that each funding source is used for the purposes for which the funds are allocated, and for eligible students.

#### State Programs Included in this Plan

Check the box for each state and federal categorical program in which the school <u>participates</u> and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school <u>participates</u>. If the school receives <u>funding</u>, then the plan must include the proposed expenditures.) (s) = site, (d) = district

State	Programs	Allocation
	California School Age Families Education <u>Purpose</u> : Assist expectant and parenting students succeed in school.	\$no
	Economic Impact Aid/ State Compensatory Education <u>Purpose</u> : Help educationally disadvantaged students succeed in the regular program.	\$no
X	Economic Impact Aid/ English Learner Program <u>Purpose</u> : Develop fluency in English and academic proficiency of English learners	\$ 69,550 (s)
X	Art, Music, and PE grant (one time).  Purpose: Art and Music enrichment	\$31,368 (s)
X	Art, Music, and PE grant (ongoing). <u>Purpose</u> : Art and Music enrichment.	\$18,569 (s)
X	Peer Assistance and Review <u>Purpose</u> : Assist teachers through coaching and mentoring.	\$ 25,919 (d)
X	Pupil Retention Block Grant <u>Purpose</u> : Prevent students from dropping out of school.	\$151,096 (d)
X	School and Library Improvement Program Block Grant Purpose: Improve library and other school programs.	\$ 42,682 (s)
X	School Safety and Violence Prevention Act <u>Purpose</u> : Increase school safety.	\$80,171 (d)
X	Tobacco-Use Prevention Education <u>Purpose</u> : Eliminate tobacco use among students.	\$ 7,175 (d)
X	GATE	\$ 6,324 (s)
X	Lottery	\$20,017 (s)
	Total amount of state categorical funds allocated to this school	\$188,510

Fede	ral Programs under No Child Left Behind (NCLB)	Allocation
	Title I, Neglected <u>Purpose</u> : Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$no
	Title I, Part D: Delinquent <u>Purpose</u> : Supplement instruction for delinquent youth	\$no
х	Title I, Part A: Schoolwide Program <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$238,016 (s)
	Title I, Part A: Targeted Assistance Program <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ no
	Title I, Part A: Program Improvement <u>Purpose</u> : Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ no
X	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose</u> : Improve and increase the number of highly qualified teachers and principals	\$ 155,126 (d)
x	Title II, Part D: Enhancing Education Through Technology <u>Purpose</u> : Support professional development and the use of technology	\$ 4,645 (d)
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose</u> : Supplement language instruction to help limited-English- proficient (LEP) students attain English proficiency and meet academic performance standards	S 71,440 (d)
X	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose</u> : Support learning environments that promote academic achievement	\$ 17,455 (d)
X	Title V: Innovative Programs <u>Purpose</u> : Support educational improvement, library, media, and at-risk students	\$ 495 (s)
	Title VI, Part B: Rural Education Achievement <u>Purpose</u> : Provide flexibility in the use of NCLB funds to eligible LEAs	\$ none
	Other Federal Funds (list and describe)	\$
	Total amount of federal categorical funds allocated to this school	\$ 238,511 (s)
	Total amount of state and federal categorical funds allocated to this school	\$427,021

## CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures must be spent for direct services to students at school sites.

Dunnand	Estimated	Funding Source		
Proposed Expenditures	Cost (includes benefits when applicable)	SLIP	T.1	GATE
Vice Principal Salary	\$39,000	\$39,000		
Library Books and Materials	\$ 3,000	\$ 3,000		
2 Instructional Specialists Office Assistant Technology Technician	\$90,000		\$90,000	
1.0 Title 1 Teacher	\$71,000		\$71,000	
Technology Upgrades	\$35,000		\$35,000	
Curriculum Supplies and Materials	\$10,000		\$10,000	
Intervention Teachers	\$ 9,000		\$ 9,000	
Staff Development	\$ 4,000		\$ 4,000	
Focus to Learn	\$ 2,500		\$ 2,500	
Certificated Teacher Subs	\$ 2,500		\$ 2,500	
Reserve for 09-10	\$14,000		\$14,000	
GATE Salary	\$ 1,500			\$ 1,500
MadScience	\$ 1,300			\$ 1,300
GATE Supplies	\$ 3,500			\$ 3,500
Total Estimated Costs		\$42,000	\$238,000	\$6,300
Projected Revenue Including Carryover		\$42,000	\$238,000	\$6,300

#### **School Site Council Membership**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kristin Schmieder	Х				
Julie Opfer	VP				
Marci Fong		X			
Terri Crepps		Х			
Karen Gray				Х	
Kathleen Beck				X	
Angela Burnett				X	
Darren Raleigh				Х	
Numbers of members of each category	2	2	0	4	n/a

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

#### **Recommendations and Assurances**

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- 1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2 d

2.	The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring poard approval.			
3.	<ol> <li>The school site council sought and considered all recommendations from the following gro- committees before adopting this plan (Check those that apply):</li> </ol>			
	X School Advisory Committee for State Compensate	ory Education Programs		
	X English Learner Advisory Committee			
	X Community Advisory Committee for Special Education Programs			
	X Gifted and Talented Education Program Advisory Committee			
	Other (list)			
4.	The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.			
5.	This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.			
6.	This school plan was adopted by the school site council at a public meeting on: October 23, 2008.			
Αtt	Attested:			
	Kristin Schmieder, Principal De	ate		
	Kathleen Beck, SSC Chairperson D	ate		

# Acronyms and Specialized Terms

Listed below are acronyms most often associated with programs funded through the Consolidated Application. Most of the acronyms are "hot-linked" to information on the topic of the acronym:

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	http://www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act	http://www.usdoj.gov/crt/ada/adahoml.htm
API	Academic Performance Index	http://www.cde.ca.gov/ta/ac/ap
APS	Academic Program Survey	http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps
BTSA	Beginning Teacher Support and Assessment	http://www.btsa.ca.gov
BTTP	Bilingual Teacher Training Program	http://www.cde.ca.gov/sp/el/bt
CAHSEE	California High School Exit Examination	http://www.cde.ca.gov/ta/tg/hs/
CBEDS	California Basic Educational Data System	http://www.cde.ca.gov/ds/ss/cb
CBEST	California Basic Educational Skills Test	http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST
CDE	California Department of Education	http://www.cde.ca.gov
CELDT	California English Language Development Test	http://www.cde.ca.gov/ta/tg/el
COE	County Office of Education	http://www.cde.ca.gov/re/sd/co/index.asp
СОР	Committee of Practitioners (Title I)	http://www.cde.ca.gov/sp/sw/t1/practitioners.asp
СРМ	Categorical Program Monitoring	http://www.cde.ca.gov/ta/cr/cc
CSAM	California School Accounting Manual	http://www.cde.ca.gov/fg/ac/sa
CSIS	California School Information Services	http://www.cde.ca.gov/ds/sd/cs
CSR	Comprehensive School Reform	http://www.cde.ca.gov/ta/lp/cs/
СТС	Commission on Teacher Credentialing	http://www.ctc.ca.gov
DAS	District Assistance Survey	http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvy1.doc
DSLT	District and School Leadership Team	
EC	Education Code	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html
EL	English Learner	http://www.cde.ca.gov/ta/cr/el
ELA	English Language Acquisition	http://www.cde.ca.gov/sp/el/ii

ACRONYM	STANDS FOR	WEB ADDRESS
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development	http://www.cde.ca.gov/ta/cr/el
ЕО	English-Only (Monolingual English)	
EPC	Essential Program Components	http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea02/index.html
ESL	English as a Second Language	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected Schoolwide Learning Results	http://www.acswasc.org/process_ca_comprehensive.ht
FEP	Fluent-English-Proficient	http://www.cde.ca.gov/demographics
FOL	Focus on Learning	http://www.acswasc.org/process_ca_comprehensive.ht
FTE	Full-Time-Equivalent	http://data1.cde.ca.gov/dataquest/gls_fte.htm
GATE	Gifted and Talented Education	http://www.cde.ca.gov/sp/g/
GED	General Educational Development	http://www.cde.ca.gov/ta/tg/gd
HPSGP	High Priority Schools Grant Program	http://www.cde.ca.gov/ta/lp/hp/
IEP	Immigrant Education Program (NCLB, Title III)	http://www.cde.ca.gov/sp/el/t3
IEP	Individualized Education Program	http://www.calstat.org/iep/
II/USP	Immediate Intervention/Underperforming Schools Program	http://www.cde.ca.gov/ta/lp/iu
LC	Language Census	http://www.cde.ca.gov/ds/ss/lc
LD	Learning Disabled	
LEA	Local Educational Agency	http://www.cde.ca.gov/re/sd
LEP	Limited English Proficient	
NAEP	National Assessment of Educational Progress	http://www.nagb.org
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	http://www.cde.ca.gov/pr/nclb
NRT	Norm-referenced Test	
PI	Program Improvement	http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
PSAA	Public Schools Accountability Act	http://www.cde.ca.gov/psaa
РТА	Parent Teacher Association	http://www.pta.org

ACRONYM	STANDS FOR	WEB ADDRESS
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	http://www.cde.ca.gov/rocp/dsp/coord.html
RSDSS	Regional System for District and School Support	http://www.cde.ca.gov/sp/sw/ss/s4directory.asp
SABE/2	Spanish Assessment of Basic Education	http://www.cde.ca.gov/ta/tg/sr
SARC	School Accountability Report Card	http://www.cde.ca.gov/ta/ac/sa
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	http://www.cde.ca.gov
STAR	Standardized Testing and Reporting	http://www.cde.ca.gov/ta/tg/sr
UCP	Uniform Complaint Procedures	http://www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges	http://www.wascweb.org

### Spinelli Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

#### Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction to meet State standards
- Motivate my students to learn
- Maintain high expectations for all students
- Communicate regularly with families about student progress
- Provide a warm, safe, and caring learning environment
- Provide meaningful, daily homework assignments to reinforce and extend learning
- Participate in professional development opportunities that improve teaching and learning, and support the formation of partnerships with families and the community
- Actively participate in collaborative decision making, work with families and colleagues to make schools accessible and welcoming places for families
- Respect the school, students, staff and families

#### Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and be productive
- Bring necessary materials, completed assignments, and homework
- Follow all school and classroom rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school
- Limit my TV watching, and instead study or read every day after school
- Respect the school, classmates, staff and families

#### Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- · Provide a quiet time and place for homework and monitor TV viewing
- Read to my child and/or have my child read to every day
- Communicate with the teacher when I have a concern
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition
- Frequently monitor my child's progress in school
- Participate in school activities such as: attending parent-teacher conferences, volunteering for school and class events, attending PTSA events, and being involved with the school decision making process
- Communicate the importance of education and learning to my child
- Respect the school, staff, students, and families

Student	Teacher	Parent/Guardian

# Spinelli Elementary School School Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A (Title I) funds must developed jointly with, agreed upon with, and distributed to, parents of participating children a School Parental Involvement Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The school's school-parent compact is incorporated into the School Parental Involvement Policy.

\* \* \* \* \* \* \* \* \* \* \*

#### PART I. GENERAL EXPECTATIONS

Spinelli Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents and distribute to parents a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the School Compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, twoway, and meaningful communication involving student academic learning and other school activities, ensuring—

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school:
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

# PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

- 1. Spinelli Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely manner under section 1118(b) of the ESEA:
  - Notify parents in advance of the meetings to develop the School Parental Involvement Policy
- 2. Spinelli Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
  - Distribute the School Parental Involvement Policy to the parents at Back to School Night
  - Distribute the School Compact to each of the students the first week of school
  - The office staff will include the School Parental Involvement Policy and the School Compact in the enrollment packet for students who enroll after the first day of school
  - Ongoing updates and communication through the monthly newsletter
- 3. Spinelli Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:
  - The School Site Council meetings will be used as the venue for reviewing and adjusting the policy as needs arise
- 4. Spinelli Elementary School will convene an annual meeting to inform parents of the following:
  - That their child's school participates in Title I,
  - About the requirements of Title I,
  - Of their right to be involved in their school's participation in Title I:
- 5. Spinelli Elementary School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement.
- 6. Spinelli Elementary School will provide current information about Title I programs to parents of participating children in a timely manner:
  - A review of the offered Title 1 programs will be mentioned at Back To School Night

- A letter is sent to all families of students who qualify for the Title 1 extended day programs as soon as they are deemed "at-risk"
- 7. Spinelli Elementary School will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
  - Grade level curriculum brochure for major areas of study is distributed at the beginning of the school year or when a new family enrolls
  - All curriculum is available for viewing at Back to School Night
  - A copy of a blank report card stating the required State standards to be taught for the grade level are included in a Back to School packet at the beginning of each school year
  - Parents may receive the Cut Points for Retention during their Parent-Teacher conference
- 8. Spinelli Elementary School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- 9. Spinelli Elementary School will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children.

# PART III. SHARED RESPONSBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

- 1. Spinelli Elementary School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - Ongoing teacher communication with the parents (phone calls, emails, newsletters, and conferences)
  - Monthly newsletters, articles in local paper
  - SSC and PTSA participants communicate with families
- 2. Spinelli Elementary School will incorporate the School Compact as a component of its School Parental Involvement Policy:

- 3. Spinelli Elementary School will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following:
  - the State's academic content standards.
  - the State's student academic achievement standards,
  - the State and local academic assessments including alternate assessments,
  - the requirements of Title I,
  - how to monitor their child's progress, and
  - how to work with educators:
- 4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - Working collaboratively with our Healthy Start to continue to provide parent classes and other resources and training materials to our families
  - Continue to offer parent support classes taught by our Special Education teachers
  - Continue to provide Adult Education and literacy classes to our families
- 5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- 6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

# PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

• involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement:
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by <u>Spinelli Elementary School</u> on August 9, 2007 and will continue to be in effect for the 2008-2009 school year. The school will distribute this policy to all parents of participating Title I, Part A children at Back to School Night and upon request. Spinelli will notify parents of this policy in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

#### Spinelli School Site Council Bylaws

#### Article I NAME

The name of this committee shall be the Spinelli School Site Council.

#### Article II PURPOSE

- Section 1. Develop and recommend the Single Plan for Student Achievement.
- Section 2. Have ongoing responsibility to review with principal, teachers, and other school personnel and pupils the implementation of the Single Plan for Student Achievement and to assess periodically the effectiveness of the program.
- Section 3. Annually review the Single Plan for Student Achievement, establish a new school budget consistent with the Education Code, and if necessary, make changes in the plan to reflect changing improvement needs and priorities.
- Section 4. Improvement objectives will include school climate, self esteem of students, attitude toward learning, and all academic performance of students.
- Section 5. Take other action as required by the Education Code.

#### Article III MEMBERSHIP

- Section 1. The council shall be composed of the principal and representatives of: Teachers elected by teachers of the school: other school personnel elected by other school personnel at the school: Parents or legal guardians of pupils attending the school or other community members elected by such persons. The council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents or other community members of voting age. Classroom teachers shall comprise the majority of persons represented under category (a). Council members representing parents and community members shall not be employees of the school district unless approved by a majority of the council.
- Section 2. Resignations will be accepted only upon written notice to the Spinelli School Site Council.
- Section 3. Terms of office. All members of the council shall serve for a two year term. A member may serve for no more than two consecutive terms unless approved by the Site Council.
- Section 4. Site Council vacancies will be posted at Open House. All parents or community members shall be elected by ballot, if there are more candidates than openings, which will be available to all families with students attending Spinelli School by the end of the third trimester. The Site Council vacancies will be filled by

the candidates who receive the highest vote tally, up to two other candidates will serve as alternates. A vacancy of membership shall be filled by the alternate with the highest vote tally. If there are no alternates then a new member shall be appointed by a majority vote of the Spinelli Site Council.

Section 5. Membership. A member shall no longer hold membership should he or she cease to be a resident of the area or no longer meets the membership requirement under which he or she was selected. Membership shall automatically terminate for any member who regularly is absent without cause from meetings. The council by an affirmative vote of two-thirds of all the members, can suspend or expel a member.

Section 6. Nominating. Spinelli School Site Council will request nominations for the next school year during Open House. All nominations must be submitted in writing by the end of May.

#### Article IV OFFICERS

The officers of this council shall be a chairperson, a vice-chairperson, and a secretary

#### Article V MEETING and QUORUM

- Section 1. The meeting dates for the next school year shall be set at the May meeting or after the district calendar is finalized.
- Section 2. School Site Council meetings shall be held no less than on a quarterly basis, but may be held more often upon approval of the Council.
- Section 3. At least 51% of the voting council members must be present to constitute a quorum. The number required for a quorum shall be determined by the current school year's Site Council roster. In the absence of regular community members, elected alternates who attend regularly shall be allowed to participate and vote on matters before the council.
- Section 4. Notice of meetings. All meetings shall have the agenda posted on the school grounds at least 72 hours before the meeting. The agenda shall list all items before the council at the meeting. Persons wishing to bring items before the council shall submit a written description of the item and any action requested of the council, to the school secretary at least five working days before the meeting. All items must be put on an agenda for the council to consider them. Public notice shall be given of regular meetings at least 72 hours in advance of the meeting. Any change in the established date, time or location shall be given special notice. Any required notice shall be in writing: shall state the day, hour and location of the meeting: and shall be delivered either personally or by mail to each member not less than 72 hours nor more than two weeks before such meeting.

Section 5. All regular meetings of the council and its standing or special committees shall be open at all times to the public.

Section 6. Voting Rights. Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council. The elected alternates who regularly attend shall vote in the absence of the representative.

#### Article VI AMENDMENT

These bylaws may be amended at a regular meeting by a two-thirds vote of the council membership, after at least 72 hours have transpired from the time the amendment was introduced.

#### Article VII DUTIES of the OFFICERS

- Section 1. It shall be the duty of the chairperson to preside at all meetings.
- Section 2. In the absence or disability of the chairperson, the vice-chairperson shall assume the duties of the chairperson.
- Section 3. Should both senior officers be unavailable, the recording secretary shall preside.
- Section 4. The recording secretary shall keep the minutes, attend to correspondence, send notices of meetings and / or agendas, maintain the membership roster, and send out publicity as directed.

#### Article VIII ELECTION of OFFICERS

- Section 1. All officers shall be elected by ballot at the first meeting of the new school year. All officers shall be parents. New officers shall assume their duties at the conclusion of the election.
- Section 2. No member shall hold the same office more than two years in succession unless approved by the site council.
- Section 3. Should an officer resign before new elections are held, the chairperson shall appoint a member in good standing to assume the office until the next regular meeting when the vacancy shall be filled.

#### Article IX COMMITTEES

- Section 1. The chairperson shall appoint such committees as he or she considers necessary at any time, or as directed by the majority of the members present.
- Section 2. Standing committees may be established as decided by the council.

#### Article X RULES of ORDER

Section 1. All meetings shall be covered by these bylaws, and any disputes will be settled by Robert's Rules of Order.

Section 2. Individual public comments shall be limited to three minutes per item, unless the council chooses to waive this limit.

Article XI All actions of the council are subject to approval by the governing board.

## Center Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Facilities & Operations Departme	ent
Date:	November 5, 2008	Action ItemX
To:	<b>Board of Trustees</b>	Information Item
From:	Craig Deason, Assist. Supt.	# Attached Pages13_
Assist.Sup	t. Initials: <u>CD</u>	

**SUBJECT:** 

Contract with Wallace-Kuhl & Associates for Construction

Testing and Inspection Services for the Center High

School Athletic Facilities-Increment #1 Project

Our department would like to contract with Wallace-Kuhl & Associates for the Center High School Athletic Facilities Project - Increment #1. The scope of their work is covered in the attached proposal. The cost of their services is not to exceed \$89,824.00 and will be paid out of bond funds.

RECOMMENDATION: That the Board of Trustees ratify the contract with Wallace-Kuhl & Associates for Construction Testing and Inspection Services for the Center High Athletic Facilities Project.



CORPORATE OFFICE 3251 Beacon Boulevard, Suite 300 West Sacramento, CA 95691

916.372.[434 phone 916.372.2565 fax

ROCKLIN OFFICE

500 Manta Drive, Suite 100 916.435.9722 phone 916.435.9822 fax

STOCKTON OFFICE

209.234.7727 fax

3410 West Hemmer Lane, Suite F Stockton, CA 95219 209.234.7722 phone

Rocklin, CA 95765

October 28, 2008

DSA File No. 34-H9 DSA App. No. 02-109941 LEA No. 116

Mr. Craig Deason Center Unified School District 8408 Watt Avenue Antelope, CA 95843

Construction Testing and Inspection Services Proposal CENTER HIGH SCHOOL ATHLETIC FACILITIES RENOVATION INCREMENT 1 3111 Center Court Lane Antelope, California

Wallace-Kuhl and Associates is pleased to submit this budget estimate to provide construction testing and inspection services during athletic facilities renovation at Center High School.

We understand the project consists of extensive renovations to the stadium area, including: renovations to existing buildings, construction of new buildings, installation of modular buildings, construction of retaining walls, as well as construction of a synthetic turf field and an all-weather track. Future Increments 2 and 3 include new bleachers and a modular elevator. Our firm has extensive experience in artificial turf athletic field construction, including geotechnical engineering for design, testing and inspection services during construction, and forensic engineering evaluations.

Our budget estimate is based on review of the DSA approved project plans and specifications, a preliminary construction schedule from the construction manager, and discussions with project personnel. We understand our scope of work would include inspection and testing of earthwork, concrete, rebar, masonry, structural steel bolting and welding, wood trusses, prestressed concrete light pole bases, and epoxied and wedge anchors as required by the DSA approved project plans and specifications, as well as preparation of the DSA required documentation.

We anticipate in-plant inspection for the planned modular building would be performed by others.

Based on our experience, we estimate that our fee for the special inspection and testing services required for this project would be approximately \$89,824. Billing would be only for work performed and determined based on a 10% discount off the attached 2006P Schedules of

Fees. Please note that the following budget estimate details the assumptions we used to arrive at our fee estimate, but we emphasize that we will only bill for services actually provided.

We would use a subconsultant, Forest Products Inspections, to provide the required inspections during wood truss manufacture. We would also use a subconsultant to provide the required testing and inspection for the light poles and their prestressed concrete bases, as we understand these items are usually fabricated out-of-state.

Please be aware that the construction schedule and the contractor's efficiency affects the number of site visits - and the cost - required for our services. Our representatives would work with the Project Inspector to perform our work in a timely and efficient manner.

We have reviewed the soils-related portions of the DSA approved project documents and the soils report prepared for this project by others, as well as geotechnical engineering reports prepared by our firm for this campus and other nearby sites. We are willing to assume the role of geotechnical engineer of record for any portions of the work that our firm is selected to provide earthwork testing and inspection services.

If this proposal is acceptable, please sign and return one copy of the attached agreement along with a copy of this letter as our written authorization to proceed.

Please contact me if you have any questions or require further information.

Wallace - Kuhl & Associates, Inc.

David A. Redford, P.E.

Senior Engineer (GE No. 2503, expires 9/30/09)

Attachments: Testing Agreement, 2006P Fee Schedules D & E



#### CENTER HIGH SCHOOL ATHLETIC FACILITIES RENOVATION INCREMENT 1

#### 3111 Center Court Lane Antelope, California

## Budget Estimate Testing & Inspection Services

#### EARTHWORK - Unit prices shown do not reflect the 10% discount for this project

Soil engineering testing and observation services during earthwork construction for the building pads, track and field, retaining walls, and associated construction.

#### Demolition / Site Clearing

5 days @ 3 hours/day @ \$90/hour	=	\$ 1350
Pavement and Field Subgrade and Lime Treatment		
2 days @ 8 hours/day @ \$90/hour	=	\$ 1440
Rough Grading and Flatwork Subgrade		
15 days @ 5 hours/day @ \$90/hour	==	\$ 6750
Retaining Wall Backfill		
15 days @ 4 hours/day @ \$90/hour	=	\$ 5400
Underground Utility Trench Backfill		
Sewer 5 days @ 4 hours/day @ \$90/hour	=	\$ 1800
Storm drain 5 days @ 5 hours/day @ \$90/hour	=	\$ 2250
Water 4 days @ 4.5 hours/day @ \$90/hour	=	\$ 1620
Pavement Aggregate Base		
3 days @ 4 hours/day @ \$90/hour	=	\$ 1080
AC Paving Observation		
3 days @ 6 hours/day @ \$90/hour	=	\$ 1620



Budget Estimate	Page 2
CENTER HIGH SCHOOL ATHLETIC FACILITIES RENOVATION INCREMENT 1	
October 28, 2008	

#### Laboratory Testing

5-ASTM 1557-A @ \$230 each	=	\$ 1150
1-ASTM 1557-C @ \$240 each	=	\$ 240

#### Project Administration and review & reports

Project related meetings - 2 hours @ \$90/hour	=	\$	180
Supervising Technician - 14 hours @ \$90 /hour	=	\$	1260
Project Engineer - 10 hours @ \$135 /hour Senior Engineer - 6 hours @ \$145 /hour Mileage	==	\$ \$ \$	1350 870 910

Subtotal (with discount) \$ 26,343

#### REINFORCED CONCRETE - Unit prices shown do not reflect the 10% discount for this project

As required by the CBC, this includes sampling and tagging reinforcing steel prior to delivery to the site. We assume the project Inspector will inspect rebar placement and our technicians will perform field-testing and sampling of the concrete during placement. Includes laboratory compressive strength testing of concrete samples. We assume the concrete supplier will be appropriately certified and qualified so the full-time batch plant inspection required by the CBC can be waived per CBC 1929.A.5.

2 concrete mix design reviews by senior engineer @ \$200 each	=	\$ 400
Reinforcing Steel / Sampling, Tagging & Testing Assuming local fabricator within a 50 mile radius of nearest WKA office		
35 hours @ \$80/hour	=	\$ 2800
35 tensile tests @ \$70 each	=	\$ 2450
Continuous and spread footings / Concrete Sampling & Testing		
50 hours @ \$70/hour	=	\$ 3500
Slab on grade / Concrete Sampling & Testing		
40 hours @ \$70/hour	==	\$ 2800

Page 3

\$ 12.250

Miscellaneous Concrete / Concrete Sampling & Testing

175 hours @ \$70/hour

30 hours @ \$70/hour	=	\$ 2100
30 one-hour round trips to retrieve test samples the day after concrete @ \$70/hour	=	\$ 2100
35 sets of 4 concrete cylinders for laboratory compression tests @ \$27/cylinder	=	\$ 3780

#### MASONRY - Unit prices shown do not reflect the 10% discount for this project

Full-time special inspection of masonry site walls and utility yard walls as required by the CBC and project construction documents. Includes sampling and testing masonry mortar, CMU block, masonry grout and cores from the completed walls. Includes inspection of reinforcing steel placement, cleanliness of cells prior to grout, and consolidation of grout during placement. This will also include CMU placement, reinforcing steel installation, and grouting inspection of special conditions for gravity walls.

O 1 ***********************************	_	Ф	12,230	
CMU Block / Sampling and Tagging Assuming local fabricator within a 50 mile radius of nearest WKA office				
6 hours @ \$70/hour	=	\$	420	
8 sets of 4 grout samples for laboratory compression tests @ \$35/sample	=	\$	1120	
9 sets of 4 mortar samples for laboratory compression tests @ \$30/sample	=	\$	1080	
2 sets of 3 CMU block for laboratory compression testing @ \$65 each	=	\$	390	
2 sets of 3 CMU block for laboratory moisture / absorption testing @ \$70 each	=	\$	420	
2 sets of 3 CMU block for laboratory linear shrinkage testing @ \$420 a set	=	\$	840	
CMU coring and testing of masonry for per DSA requirements	=	\$	1360	
14 one-hour round trips to retrieve test samples the day after casting @ \$70/hour	=	\$	980	

Budget Estimate
CENTER HIGH SCHOOL ATHLETIC FACILITIES RENOVATION INCREMENT 1
October 28, 2008

## EXPANSION AND EPOXIED ANCHORS - Unit prices shown do not reflect the 10% discount for this project

Post-installed expansion and epoxied concrete anchor testing. Specified hydraulic or mechanical load is applied as required to verify correct installation or visual inspection of installation per the project documents.

30 hours budgeted as needed during construction @ \$100/hour

= \$ 3000

Page 4

#### WOOD PRODUCTS - Unit prices shown do not reflect the 10% discount for this project

Glu-lam beam and truss joist manufacturing inspection by DSA certified employees of our subconsultant, Forest Products Inspection. These services will be billed as a cost plus item.

Timber fabrication inspection

**\$** 3000

#### STRUCTURAL STEEL - Unit prices shown do not reflect the 10% discount for this project

Shop Welding Inspection – Includes material identification with mill certificates. Visual, ultrasonic, magnetic particle and dye penetrant testing of welds, as necessary. Monitor fabricator compliance with Welding Procedure Specifications (WPS).

Assuming local fabricator within a 50 mile radius of nearest WKA office. We also assume the fabricator will assign approximately three to five welders to this project to meet the normal, assumed production rate.

40 hours @ \$80/hour

= \$ 3200

Field Welding Inspection - Visual, ultrasonic, magnetic particle and dye penetrant testing of welds, as necessary. Monitor erector compliance with WPS. Includes high strength bolt installation observation and torque testing.

We also assume the site erector will assign approximately three to five welders to this project to meet the normal, assumed production rate.

60 hours @ \$80/hour

= \$ 4800

High strength bolt testing

= \$ 800



#### Page 5

#### STADIUM LIGHTS - Unit prices shown do not reflect the 10% discount for this project

Testing and inspection of light poles and light pole bases by a subconsultant. Typically these items are manufactured out-of-state and using a subconsultant is more cost effective. Our experience has been that these items are often pre-manufactured and the fabricator arranges for a testing and inspection agency to perform the required testing and inspection, whose records are available for a fee. These services can be provided through WKA as a cost plus item, or we can help the District contact the appropriate parties once the manufacturer is decided.

Suggested budget estimate

= \$ 7500

#### **SUMMARY - Includes 10% Discount**

Earthwork	\$ 26,343
Concrete	17,937
Masonry	16,974
Anchors	\$ 2700
Wood Products	\$ 2700
Structural Steel	\$ 7920
Stadium Lights	\$ 6750
Code compliance reports, job	
administration, & mileage	\$ 8500

Total \$ 89,824





#### CONSTRUCTION TESTING AGREEMENT

CENTER HIGH SCHOOL ATHLECTIC FACILITIES
RENOVATION INCREMENT 1
SACRAMENTO, CALIFORNIA

CENTER UNIFIED SCHOOL DISTRICT, (CLIENT") and WALLACE . KUHL & ASSOCIATES, INC. ("WKA") agree:

- 1. PROFESSIONAL SERVICES. WKA will perform professional services and will receive compensation pursuant to the terms and conditions of the attached proposal letter dated October 28, 2008, which is incorporated herein by reference. In performing professional services, WKA shall use that degree of care and skill ordinarily exercised, under similar circumstances, by reputable members of the engineering profession practicing under similar conditions at the same time and in the same or similar locality. CLIENT understands and acknowledges the inherent risks connected with construction and agrees that no warranty, either expressed or implied, is included in this Agreement or in any drawing, specification, report or opinion produced pursuant to this Agreement.
- 2. PAYMENT. WKA will submit invoices for services rendered on a periodic basis, provided, however, said invoices shall not be submitted more frequently than once every 30 days. Invoices shall be due upon receipt, but shall not be considered delinquent if paid on or before the expiration of 30 days from date of mailing. If payment is not so made, a late payment charge shall be due on the invoice amount at the rate of one and one-half percent (1½%) per month on the unpaid balance from the date of the invoice until paid. In the event of delinquency, CLIENT shall pay the actual cost of collection including, without limitation, reasonable attorneys' fees.
- 3. JOB SITE. WKA will not act as supervisor of construction operations, nor will WKA direct or exert any control over such operations. The construction contractor(s) shall be informed that neither the presence of WKA on the job site, nor the testing by WKA shall excuse the contractor(s) for defects in any contractor's work or any contractor's non-compliance with the project plans, specifications or applicable laws, ordinances, regulations or standards, whether such defect or non-compliance is discovered during or after construction. CLIENT agrees that the construction contractor(s) will be required by CLIENT to assume sole and complete responsibility for job conditions during construction, including safety of persons and property.
- 4. REPORTS. Reports, plans and other work prepared by WKA remain the property of WKA. CLIENT agrees that all reports and other work furnished to the CLIENT and his agents not paid for will be returned upon demand, and will not be used for licensing, permits, design and/or construction.
- 5. LIABILITY. CLIENT agrees to indemnify and hold WKA harmless from any and all liability in connection with the performance of work during construction of this project, except liability arising directly from the gross negligence or willful misconduct of WKA. WKA carries workers' compensation insurance and public liability insurance for bodily injury and property damage that may be suffered by third parties and members of the public who are not covered by the limitation of liability set forth below in Paragraph 6. Certificates of coverage will be furnished to CLIENT upon written request. WKA assumes the risk of damage caused by its personnel to its supplies and equipment. In the event CLIENT desires greater insurance coverage and directs WKA to take out additional insurance, WKA shall procure and maintain additional insurance, if procurable, at CLIENT's expense; provided, however, WKA shall not be responsible for property damage and bodily injury resulting from any cause, including fire and explosion, beyond the amount and coverage of WKA's insurance.
- 6. LIMITATION OF LIABILITY. WKA's liability for damages due to alieged negligent professional acts, errors and omissions will be limited to a sum not to exceed \$50,000 or WKA's total fee, whichever is greater. In the event that CLIENT does not wish to limit WKA's liability to this sum, WKA agrees to raise the limitation of liability to a sum not to exceed \$500,000 for increased consideration of four percent (4%) of the total fee or \$200, whichever is greater, or to a sum not to exceed \$1,000,000 for increased consideration of ten percent (10%) of the total fee or \$500, whichever is greater, upon receiving CLIENT's written request prior to the start of WKA's work. Notwithstanding any other provision herein to the contrary, WKA shall not be responsible or held liable for any special, indirect or consequential damages resulting in any way from WKA's performance under this Agreement.
- 7. GOVERNING LAW; DISPUTES. This Agreement shall be governed by the laws of the State of California. Should either party hereto bring suit in court to enforce any term of this Agreement, it is agreed that each party shall pay their own legal costs, expenses and attorneys' fees.

CENTER UNIFIED SCHOOL DISTRICT	WALLACE - KUVILJ& ASSOCIATES, INC.		
Signature	Signature		
Name printed or typed Title	David A. Redford, G.E., Senior Engineer / VP		
Date			
Company Address	October 28, 2008  Date		

#### SCHEDULE OF FEES DP

## EARTHWORK TESTING AUGUST 2006

Administrative Assistant		\$ 60.00/hr.		
Soil Tester		\$ 90.00/hr.		
Field Supervisor		\$ 90.00/hr.		
Project Manager		\$ 110.00/hr.		
Staff Engineer or Geologist		\$ 110.00/hr.		
Senior Staff Engineer or Geologist		\$ 115.00/hr.		
Project Engineer or Geologist		\$ 125.00/hr.		
Senior Project Engineer or Geologist		\$ 135.00/hr.		
Senior Engineer or Geologist		\$ 145.00/hr.		
Principal Engineer or Geologist		\$ 175.00/hr.		
Vehicle Charge (Subject to periodic adjustment due to fuel cost)		\$ 0.75/mile		
Subsistence Lodging		\$ 55.00/day Cost		
Premium Charges Overtime (Saturdays and over 8 hours in one day) Sunday and Holidays		add \$ 38.00/hr. add \$ 47.00/hr.		
Compaction Characteristics: Laboratory moisture/density relationship				
·	ASTM D 698 Methods A Methods B, C & D	\$ 190.00 each \$ 200.00 each		
	ASTM D 1557 Method A Method B, C & D	\$ 230.00 each \$ 240.00 each		
	CT 216	\$ 240.00 each		

#### NOTES:

- 1) A two hour minimum charge will apply to field technician services with the following exceptions:
  - a) Single trip pickup and delivery services, where a one hour minimum will apply.
  - b) Saturday, Sunday and holidays, where a four hour minimum charge will apply.
- 2) A \$20.00 per hour shift differential surcharge will be added to the hourly rate of personnel involved in scheduled testing work between the hours of 6 P.M. and 5 A.M., as well as a four hour minimum.



#### SCHEDULE OF FEES EP

## MATERIALS TESTING AND SPECIAL INSPECTION AUGUST 2006

Administrative Assistant	\$ 60.00/hr.		
Materials Tester	\$ 70.00/hr.		
Steel/Welding Inspector	\$ 80.00/hr.		
Field Supervisor	\$ 80.00/hr.		
ASNT Level III Technician	\$ 110.00/hr.		
Project Manager	\$ 110.00/hr.		
Staff Engineer	\$ 110.00/hr.		
Project Engineer	\$ 125.00/hr.		
Senior Project Engineer	\$ 135.00/hr.		
Senior Engineer	\$ 145.00/hr.		
Principal Engineer	\$ 175.00/hr.		
Vehicle Charge (Subject to periodic adjustment due to fuel cost)	\$ 0.75/mile		
Subsistence Lodging	\$ 55.00/day Cost		
Premium charges Overtime (Saturdays and over 8 hours in one day) Sunday and Holidays	add \$ 38.00/hr. add \$ 47.00/hr.		
Equipment rental, freight, special materials	Cost + 20%		
Outside services	Cost + 20%		

#### NOTES:

- 1) A two hour minimum charge will apply to field technician services with the following exceptions:
  - a) Single trip pickup and delivery services, where a one hour minimum will apply.
  - b) Saturday, Sunday and holidays, where a four hour minimum charge will apply.
- 2) A \$20.00 per hour shift differential surcharge will be added to the hourly rate of personnel involved in scheduled testing work between the hours of 6 P.M. and 5 A.M., as well as a four hour minimum.



#### **CONCRETE TESTING**

Concrete Mix Design or Review		Quotation Upon Request
Field Observation, Batch Plant Observation or Casting of Concrete Test Specimens	ASTM C192	\$ 70.00/hr.
Compression Tests	ASTM C39	
6" x 12" concrete cylinder		\$ 27.00 each
6" x 12" concrete cylinder handled & cured, NOT t	tested	\$ 24.00 each
3" x 6" lightweight insulating concrete cylinder		\$ 33.00 each
Concrete cores, including trim	ASTM C42/C39	\$ 70.00 each
Shotcrete Cores	ASTM C42/C39	\$ 50.00 each
High Strength Grout Cubes	ASTM C109	\$ 32.00 each
		7 - 10 <b>7 - 10 1</b>
Flexural Strength, concrete beams	ASTM C78,C293	\$ 90.00 each
Unit Weight of Hardened Concrete	ASTM C567, C495	\$ 50.00 each
	•	* *************************************
Splitting Tensile Tests	ASTM C496	\$ 65.00 each
Laboratory Drying Shrinkage Test (set of 3)	ASTM C157	\$ 475.00/set
Concrete Cylinder Molds (6" x 12")		\$ 4.00 each
Concrete Anchor Proof Load Testing		*
R-Meter (Pachometer) Testing		*
Schmidt Hammer Testing (Rebound number)	ASTM C805	*
Floor Flatman (F. www.hou.to.d.)	4.000 5.004.00	
Floor Flatness (F-number testing)	ASTM E1155	*
Windsor Probe Testing		<b>.</b> 0.5.00.0
Windsor Probe Test Shot		\$ 95.00/hr.
Wildsof Floor Test Silot		\$ 27.00/shot
Congrete Coring	10001010	
Concrete Coring	ASTM C42	*
Floor Slab Moisture Emission Test	ASTM F1869	**
* Technician(s) time plus \$30/hr. premium for equip	oment use	



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\*\* Technician(s) time plus \$30 per calcium chloride test kit

#### STEEL TESTING

Steel/Welding Inspector - rebar placement and we	\$ 80.00/hr.		
High Strength Bolt Observation/Testing	\$ 80.00/hr.		
Ultrasonic, Magnetic Particle and Liquid Penetran	at Testing		\$ 90.00/hr.
High Strength Bolt Assembly Laboratory Hardnes			
(Bolt, Nut, Washer)	ASTM E18	Less than 5 More than 5	\$ 45.00 each \$ 40.00 each
Bolt Tensile Strength Testing (Wedge Tension Method)	ASTM F606		\$ 60.00 each
Tensile Test			
Up to 3/4"	ASTM A36		\$ 65.00 each
Sizes Larger than 3/4"	ASTM A370		\$ 70.00 each
Machining of Test Specimens			cost plus 20%
Welding Qualification Welder Qualification Test Guided Bend Test Macroetch Test	ASTM E190		\$ 80.00/hr.
T Bend Test			*
Report Preparation (per position, per person)			*
responsive position, per person)			\$ 95.00 each
* Technician(s) time plus \$28/hr. premium for equ	uipment use		
Field Sampling and Tagging of Steel			\$ 70.00/hr.
Fireproofing Observation, Testing			Ф 70 00 I
Fireproofing Unit Weight	ASTM E605		\$ 70.00/hr. \$ 60.00 each
REINFORCING S	STEEL TESTING		
Tensile Tests			
Up to Size No. 7	ASTM A370		\$ 70.00 each
From No. 8 through 14	ASTM A370		\$ 95.00 each
Bend Tests	ASTM A370		\$ 32.00 each
Machining of Specimens			Cost + 20%
Field Sampling and Tagging of rebar			\$ 70.00/hr



#### **MASONRY TESTING**

Materials Tester – masonry inspection and testing (DSA certified when required)		\$ 70.00/hr.
Compression Tests		
Grout	UBC 21-18	\$ 35.00 each
Mortar	UBC 21-16	\$ 30.00 each
Concrete Masonry Units	ASTM C140	\$ 65.00 each
Brick	ASTM C67	\$ 55.00 each
Composite Masonry Prism	UBC 21-17	\$ 90.00 each
Absorption and Moisture Content of Concrete		
Masonry Unit	ASTM C140	\$ 70.00 each
Linear Shrinkage, Concrete Masonry Unit	ASTM C426	\$ 420.00 set
(Set of 3)		
Modulus of Rupture, Brick	ASTM C67	\$ 65.00 each
Absorption with Coefficient, Brick	ASTM C67	\$ 75.00 each
Mortar Cylinder Mold		\$ 4.00 each
Masonry Coring		*
Masonry Core Compression tests	2004 CBC Title 24,	
	Section 2105A	\$ 70.00 each
Masonry Core Shear Strength	2004 CBC Title 24,	
	Section 2105A	\$ 80.00 each
Brick Veneer Shear Strength	2004 CBC Title 24,	
	Section 1403	\$ 120.00 each
In-Place Masonry Shear Testing		*
Rental Equipment & Labor		Cost + 20%

<sup>\*</sup> Technician(s) time plus \$30/hr premium for equipment use.



# CONSENT AGENDA

## Center Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Facilities & Operations Departme	nt
Date:	November 5, 2008	Action ItemX
То:	Board of Trustees	Information Item
From:	Craig Deason, Assist. Supt.	# Attached Pages2_
Assist.Sup	t. Initials: CD	

**SUBJECT:** 

Notice of Completion for Data/Voice Cabling System

**Dudley Elementary School** 

The Data/Voice Cabling System for Dudley Elementary has been completed and checked by Jim Shively, DLR Architects, Frank Presley, DSA Inspector, CPM and myself. All work has been completed as per the specifications and we are satisfied with the quality of the work.

RECOMMENDATION: That the Board of Trustees approve filing of the Notice of Completion for the Data/Voice Cabling System for Dudley Elementary School.

Recording Requested By:	"No fee Document - For the benefit of the government Per Government
Craig Deason, Asistant Superintendent Center Unified School District	Code 6103"
When Recorded Mail To:	
Craig Deason, Asistant Superintendent Center Unified School District 8408 Watt Avenue Antelope, CA 95843	
NOTICE	OF COMPLETION
NOTICE IS HEREBY GIVEN	
That the work of Data/Voice Cabling	Systems - Dudley Elementary
was completed on November 5, 2008	· · · · · · · · · · · · · · · · · · ·
That the name and address of owner of sa	id property is:
Center Unified School Dist 8408 Watt Avenue Antelope, California 95843	
The nature of its title to said property is a	fee simple.
That the name of the original contractor for	or the work is <u>Network Management</u>
Corporation , a licensed contractor of	California. That the properties herein above referred
to are located at 8000 Aztec Way, Antelog	pe, CA 95843.
	CENTER UNIFIED SCHOOL DISTRICT A Political Subdivision of the State of California
	$\mathbf{R}_{\mathbf{W}}$

Dr. Kevin J. Jolly.
Superintendent
Center Unified School District
8408 Watt Avenue
Antelope, CA 95843

, No in and for the County of Sacramento	tary Public		
Subscribed and sworn to before me	this day of	2008	
	Dr. Kevin Superinte		
Dated this day of	, 2008.		
Dr. Kevin J. Jolly being first Superintendent of the Center Unified described in the foregoing Notice of therein stated are true of my own kn	d School District, which Completion; and know t	District is the owner of prope	rty facts
COUNTY OF SACRAMENTO	)		
(STATE OF CALIFORNIA	) )FS		

## Center Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Facilities & Operations Departm	nent
Date:	November 5, 2008	Action ItemX
То:	<b>Board of Trustees</b>	Information Item
From:	Craig Deason, Assist. Supt.	# Attached Pages2_
Assist.Sup	t. Initials: <u>CD</u>	

**SUBJECT:** Notice of Completion for Data/Voice Cabling System

**Spinelli Elementary School** 

The Data/Voice Cabling System for Spinelli Elementary has been completed and checked by Jim Shively, DLR Architects, Frank Presley, DSA Inspector, CPM and myself. All work has been completed as per the specifications and we are satisfied with the quality of the work.

RECOMMENDATION: That the Board of Trustees approve filing of the Notice of Completion for the Data/Voice Cabling System for Spinelli Elementary School.

Recording Requested By:	"No fee Document - For the benefit of the government Per Government			
Craig Deason, Asistant Superintendent Center Unified School District	Code 6103"			
When Recorded Mail To:				
Craig Deason, Asistant Superintendent Center Unified School District 8408 Watt Avenue Antelope, CA 95843				
NOTICE	OF COMPLETION			
NOTICE IS HEREBY GIVEN				
That the work of Data/Voice Cabling	Systems - Spinelli Elementary			
was completed on November 5, 2008				
That the name and address of owner of sa	id property is:			
Center Unified School Dist 8408 Watt Avenue Antelope, California 9584:				
The nature of its title to said property is a	fee simple.			
That the name of the original contractor for	or the work is <u>Network Management</u>			
Corporation, a licensed contractor of	California. That the properties herein above referred			
to are located at 3401 Scotland Drive, Antelope, CA 95843.				
	CENTER UNIFIED SCHOOL DISTRICT A Political Subdivision of the State of California			
	Ву:			

Dr. Kevin J. Jolly.
Superintendent
Center Unified School District
8408 Watt Avenue
Antelope, CA 95843

(STATE OF CALIFORNIA	)		
(COUNTY OF SACRAMENTO			
Dr. Kevin J. Jolly being firs Superintendent of the Center Unifie described in the foregoing Notice of therein stated are true of my own kn	d School Distriction; a	ct, which District is the	e owner of property
Dated this day of	, 2008.		
		Dr. Kevin J. Jolly Superintendent	
Subscribed and sworn to before me	this day	of	2008
, No			
in and for the County of Sacramento State of California	ο,		

## Center Unified School District

Δ	GEND	A	REQ	UEST	FOR:

Dept. / Site: Dudley Elementary

Date: 10 23 108 Action Item \_\_\_\_

To: Center School Board Members Information Item X

From: Michael Jordan, principal

# Attached Pages  $\frac{18}{100}$ 

Principal's Initials: MOJ

#### SUBJECT:

I will be attending two workshops/conferences in the near future. The first is "Managing Emotions Under Pressure – How to stay calm and productive in any situation". This one day event will take place at the Lion's Gate Hotel at McClellan Park. With our recent student death at Dudley and an increase in parents having outburst at school due to home issues such as divorce, custody battles, and financial stress, this seems like a good workshop to fine tune my skills in dealing with the stressful and emotional issues we face at Dudley each day.

The second workshop is a mandatory training for our new Early Mental Health Initiative grant and will take place in Los Angeles November 3-4. Our counselor Mr. Silverman, our two child aides, Alyson Collier and myself will attend this training to prepare to start up our new PIP program. The conference is paid for by the grant.

Thank you

## Managing Emotions Under Pressure

How to stay calm and productive in any situation

#### **December 2008 Locations and Dates**

#### California

Anaheim – December 3
Bakersfield – December 1
Burbank – December 1
Carlsbad – December 11
Fresno – December 3
Long Beach – December 17
Modesto – December 4
Monterey – December 5
Ontario – December 2
Oxnard – December 15
Palm Springs – December 16

Sacramento – December 16 San Diego – December 12 San Francisco – December 18 San Jose – December 19 Santa Rosa – December 17 Visalia – December 2

#### Hawaii

Honolulu – December 5

#### Nevada

Las Vegas – December 10 Reno – December 15

#### This seminar will help you:

- Respond with a level head even if you're ready to "blow a fuse"
- Adapt to workplace changes even those that are tough to swallow
- Stick with difficult challenges when solutions don't come easily
- Follow through on plans ... turn "good intentions" into reality ... and meet more goals
- Develop the steady self-control it takes to stand up for yourself and deal with conflicts positively
- Break on-the-job habits that hurt you, like procrastination, disorganization, and others
- Bring more discipline into your personal life — creating healthier routines and relationships



## Managing Emotions Under Pressure

How to stay calm and productive in any situation

#### AST SEMINAR FACTS

- ...One÷day seminar, 9 a.m. to 4 p.m.
- \$99 tuition (includes course manual)
- \$89 per person for groups of 5 or more
- 100% satisfaction quaranteed

#### Among the skills you'll gain:

- How to best respond to other people's outbursts and rampages
- Using proactive (vs. reactive) strategies in stressful situations
- Ways to eliminate bad habits — and replace them with constructive behaviors
- Developing "emotional resiliency"
- Confronting people and issues you've been avoiding - so conflicts don't stew silently

#### December 2008 Locations and Dates

#### California

Anaheim - Dec. 3 Bakersfield - Dec. 1

Burbank - Dec. 1 Carlsbad - Dec. 11

Fresno - Dec. 3

Long Beach - Dec. 17

Modesto - Dec. 4 Monterey - Dec. 5

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Oxnard - Dec. 15 Palm Springs - Dec. 16 Sacramento - Dec. 16

San Diego - Dec. 12 San Francisco - Dec. 18

San Jose - Dec. 19 Santa Rosa - Dec. 17

Visalia - Dec. 2

Hawaii

Honolulu - Dec. 5

Nevada

Las Vegas - Dec. 10

Reno - Dec. 15

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Give your staff the skills, knowledge, and confidence they need to meet tough workplace challenges head-on, realize their full potential, and perform at their peak.

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· Lunch and parking expenses are not included.

· If using a purchase order, please attach it to a completed registration form and mail to us right away.

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Payment is due before the program.

#### **Tax-Exempt Organizations**

If you are tax-exempt, enter your tax-exempt number in Section 6 on the Registration Form. Please mail or fax a copy of your Tax-Exempt Certificate to us for payment processing. Thank you.

#### Tax Deduction

If the purpose of attending a CareerTrack program is to help you maintain or improve skills relating to employment or business, expenses relating to the program may be tax-deductible according to I.R.C. Reg. 1.162-5. Please consult your tax adviser.

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(IACET). CareerTrack is authorized by IACET to offer 0.6 CEUs (6 contact hours) for this program. Please verify applicability with your professional board before attending.

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If you receive duplicates of the same brochure with different VIP numbers, please send the labels to us at P.O. Box 413884, Kansas City, MO 64141-3884. Please indicate which label is correct, and we'll change our records for the very next update. You may receive some duplicates for a while. Thanks!

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## It's Brain Food.

## WORKSHOP DESCRIPTIONS, CONFERENCE SCHEDULE AND INFORMATION

Early Mental Health Initiative Fall 2008 Annual Training Conference Los Angeles, California

#### EMHI Training Conference Workshop Schedule Los Angeles – November 3-4, 2008

	Mor	Monday, November 3, 2008		Tuesday, Nov	ember 4, 2008
Room	General Session 9:00-11:30	Workshop 1 1:45-3:00	Workshop 2 3:30-4:45	Workshop 3 8:30-9:45	Workshop 4 10:15-11:30
Imperial Suite A 88 Seats		Orientation for New Child Aides Teuber	Basic Communication: Building Trust and Rapport  Maeshiro	Non-Directive Play Techniques <i>Lindstrom</i>	Away We Go!  Teuber & Rundberg
Imperial Suite B 88 Seats		De-Clutter Your Life Wong	Birth Order Wong	Homeless Students – How Can I Help? Altenburg	Leading a Small Group
Imperial Suite C 176 Seats		Raising Optimistic, Self- Reliant and Self- Assured Children	Common Childhood Disorders	Stresses of Divorce On Children	Becoming an Ally: Interrupting Name-Calling and Bullying
Imperial Suite D 176 Seats		Fidgety Phil Visits the Activity Room Singer	Ritberger Personality Method	Volk-Anderson Creating A Fun and Inviting Activity Room Buyco & Aides	Playful Playroom Ideas  Delcampo, Russell
Imperial Suite E 88 Seats		Toolbox Project and Social Skills Groups  Collin, Fitzsimmons	It's About Relationships	Autism – An Educational Overview Miller	Playroom for Children of Blended Families Saucedo, Ramos,
Imperial Suite F 88 Seats		Program Implementation	Training and Supervision	Second Step in the Classroom Rundberg,	Camillo Children's Issues Surrounding Grief and Loss
Marquis Salon 1 96 Seats		Zuk	Kirschen Chicken Soup for the School  Azevedo, Lee	Smith, Angle Over-Indulged Child Huschle	Andrews, Curcio
Marquis Salon 2 96 Seats			Play! Not Just For Kids, But Families Too!	Creating Kids with Character Using Play  Reuter & Team	
Marquis Salon 3 200 Seats			Toung	Taking Care of Yourself  Jahn	
Marquis Salon 4 200 Seats				Non-Directive Sand Tray	

#### EMHI Training Conference Workshop Schedule Los Angeles – November 3-4, 2008

	Mon	Monday, November 3, 2008		Tuesday, Nove	ember 4, 2008
Room	General Session 9:00-11:30	Workshop 1 1:45-3:00	Workshop 2 3:30-4:45	Workshop 3 8:30-9:45	Workshop 4 10:15-11:30
Marquis Salon 5 96 Seats				Discovering Unique Gems in Each Child  Zimmer, Artman,	Healthy Play: Building Community Through Play  Dean, Bernedo,
Marquis Salon 6 96 Seats				Campbell, McGarry Nurturing the Spirit with Cultural Competence	Steffens, Gorin Cultural Competence: Working with Latino Families Caldera
Atlanta 60 Seats		Foster Care in California: An Overview	Understanding and Helping Children in Foster Care Hicks	Working with Newly Arrived Students  Maeshiro	Second Step Enrichment Activities  Voss & Child Aides
Boston 60 seats		Back in Control Parenting Workshop	Understanding Data	Data Collection Training	Understanding Data
New York 40 seats		Moyer The Mental Health Services Act Panel  Lawson, Lee, Spencer, Lindstrom, Maeshiro	Der Staff Administrative Panel  Teuber	Der Staff Advanced Issues in Training & Supervision Panel  Kirschen, Fredrickson, Thomas, Hicks, Voss	Der Staff Dreams & Play: Poetry in Motion  Thomas
St. Louis 40 seats		Should I Write That Down? Magill-Rivera	Presenting About EMHI In Power Point	Feelings and Emotions of an EMHI Aide	Creating A More Welcoming World for LGBT Families Appel

The following workshops are intended for all professional program staff. Please refer to the specific description listed alphabetically in this booklet for detailed information on the following <u>required</u> workshops for all new program staff and newly hired staff in existing programs.

#### **WORKSHOPS FOR SCHOOL-BASED PROFESSIONALS**

## <u>Required</u> workshops for new program staff and newly hired staff in existing programs:

#### LEADING A SMALL GROUP (OTHER MODEL FOCUS)

Debbie Wong, EMHI Technical Assistance Consultant

#### PROGRAM IMPLEMENTATION

Karen Zuk. EMHI Technical Assistance Consultant

#### TRAINING AND SUPERVISION

Alyse Kirschen, EMHI Technical Assistance Consultant

#### **WORKSHOPS FOR MENTAL HEALTH CONSULTANTS**

#### Required workshops for new mental health consultants:

#### **LEADING A SMALL GROUP (OTHER MODEL FOCUS)**

Debbie Wong - EMHI Technical Assistance Consultant

#### TRAINING AND SUPERVISION

Alvse Kirschen, EMHI Technical Assistance Consultant

#### **EVALUATION WORKSHOPS**

## <u>Data Collection Training</u> is a required workshop for new program staff and newly hired staff in existing programs:

#### DATA COLLECTION TRAINING

Mark Duerr, Christine Fetherstonhaugh and Mike Newlin - Duerr Evaluation Resources

#### **UNDERSTANDING AND PRESENTING YOUR 2007-08 PROGRAM EVALUATION DATA**

Mark Duerr, Christine Fetherstonhaugh and Mike Newlin - Duerr Evaluation Resources

The following workshops are intended for child aides. Please refer to the specific description listed alphabetically in this booklet for detailed information on the following <u>required</u> workshops for all new program staff and newly hired staff in existing programs.

#### **WORKSHOPS FOR NEW CHILD AIDES**

## <u>Required</u> workshops for all <u>new program staff</u> and <u>newly hired staff</u> in existing programs:

#### BASIC COMMUNICATION: BUILDING TRUST AND RAPPORT

Sandy Maeshiro, EMHI Technical Assistance Consultant

#### LEADING A SMALL GROUP (OTHER MODEL FOCUS)

Debbie Wong, EMHI Technical Assistance Consultant

#### NONDIRECTIVE PLAY TECHNIQUES (PIP MODEL FOCUS)

Scott Lindstrom, EMHI Technical Assistance Consultant

#### **ORIENTATION FOR NEW CHILD AIDES**

Paul Teuber, EMHI Technical Assistance Consultant

#### AWAY WE GO! (PIP MODEL FOCUS)

Spence Rundberg and Paul Teuber, EMHI Technical Assistance Consultants

#### **WORKSHOP DESCRIPTIONS**

#### **ADMINISTRATIVE PANEL**

Paul Teuber, EMHI Technical Assistance Consultant

Target Group: School-Based Professionals, Mental Health Consultants,

**School Administrators** 

Monday – 3:30 p.m. – New York

A panel of school principals and project coordinators will discuss questions generated by the audience as well as the facilitator. The questions, answers and discussion will address the benefits of EMHI and the obstacles encountered in establishing a successful program.

#### ADVANCED ISSUES IN TRAINING AND SUPERVISION

Judie Fredrickson, School-Based Mental Health Professional, La Mesa Spring Valley Unified School District; Denise Voss, School-Based Mental Health Professional, Corona-Norco Unified School District; Doug Thomas, Mental Health Consultant, West Covina School District; Deborah Sykes Hicks, Elk Grove Unified School District; Alyse Kirschen, EMHI Technical Assistance Consultant

Target Group: School-Based Professionals, Mental Health Consultants
Tuesday – 8:30 a.m. – New York

Are you challenged to provide innovative training and supervision for experienced aides? Is it getting harder and harder to come up with something new and different? Learn from fellow School-Based Mental Health Professionals and Mental Health Consultants. A panel of experts will share ideas for providing novel training experiences. They will share ideas on dealing with sensitive issues, evaluating child aides, and using literature. Panel will offer suggestions on integrating Dr. Daniel Siegel's brain research into EMHI training. This is a great opportunity to network with colleagues and get some fresh ideas. Ample time will be allowed for questions and answers.

#### **AUTISM - AN EDUCATIONAL OVERVIEW**

Carolyn Miller, Curriculum Specialist-Special Education, San Ramon Valley Unified School District

Target Group: Open to Everyone Tuesday – 8:30 a.m. – Imperial Suite E

This workshop provides a general overview of Autism and targets school educational staff who work with these students. Characteristics of the disorder, definitions of diagnosis, and the latest research finding will be presented. Ms. Miller draws her experience from daily classroom experience, observation, and research.

#### **AWAY WE GO!**

Spence Rundberg and Paul Teuber, EMHI Technical Assistance Consultants

Target Group: Required for All New Child Aides (PIP Focus)

Tuesday - 10:15 a.m. - Imperial Suite A

This is an opportunity for school-based mental health professionals to practice nondirective play techniques and communication skills. Presenters will demonstrate specific skills and then participants will practice these skills in groups of two or three. Vignettes will include meeting a child for the first time, working with the silent child, listening, summarizing and limit setting.

#### BACK IN CONTROL®PARENTING WORKSHOP

Joan D. Moyer, Licensed Clinical Social Worker, Los Angeles Unified School District

Target Group: Open to Everyone (Group Model Focus)

Monday - 1:45 p.m. - Boston

Would you like to get along better with your children but still be in control? Are you tired of struggling with your child over bedtime, chores, or school behavior? Then come to the Back in Control® Workshop and learn how to get your child to do what you want him to do without arguments or punishments. Learn some simple strategies to bring more harmony to your family.

#### BASIC COMMUNICATION: BUILDING TRUST AND RAPPORT

Sandy Maeshiro, EMHI Technical Assistance Consultant

Target Group: Required for All New Child Aides

Monday - 3:30 p.m. - Imperial Suite A

This experiential workshop is designed to help Child Aides acquire and further develop basic communication skills, which includes active listening, attending, responding, reflecting feelings and understanding nonverbal communication. Participants will have an opportunity to receive and provide feedback to each other while practicing their new skills.

#### BECOMING AN ALLY: INTERRUPTING NAME-CALLING AND BULLYING

Jenny Betz, Project Director, ADL's A World of Difference® Institute

Target Group: Open to Everyone Tuesday – 10:15 a.m. – Imperial Suite C

Last year's participants – build upon what you learned in 2007! First-time participants – come on in! Develop and practice skills to respond to incidents of name-calling and bullying among students and create an environment of RESPECT.

#### **BIRTH ORDER**

Debbie Wong, EMHI Technical Assistance Consultant

Target Group: Child Aides
Monday – 3:30 p.m. – Imperial Suite B

Birth order strongly influences personality development. Come learn about the significance of sibling relationships and how you can make your birth order work for you.

#### "CHICKEN SOUP FOR THE SCHOOL"

Dr. Portia Lee and Patti Azevedo, Pomona Unified School District

Target Group: Child Aides, School Administrators, Teachers (PIP/Group

Model Focus)

Monday - 3:30 p.m. - Marquis Salon 1

The workshop will provide participants information on the developmental stages of social and emotional learning and how it can affect students. Participants will acquire skills to help students to foster a healthy self-concept and overcome barriers to learning, thereby improving school adjustment.

#### **CHILDREN'S ISSUES SURROUNDING GRIEF AND LOSS**

Dr. Roxana Andrews, Mental Health Consultant and Hannah Curcio, Project Coordinator, Modoc County Office of Education

Target Group: Open to Everyone
Tuesday – 10:15 a.m. – Imperial Suite F

This workshop will aid participants in recognizing the many faces of grief and loss in children. Topics will include typical/atypical child grief manifestation, appropriate staff responses (PIP/Group Models), and when further intervention is warranted. Successfully working through grief can improve a child's adaptive skills and school success.

#### **COMMON CHILDHOOD DISORDERS**

Deeds Gill, School-Based Mental Health Professional, Fresno Unified School District

Target Group: Open to Everyone Monday – 3:30 p.m. – Imperial Suite C

This workshop will provide an overview and description of common childhood disorders seen today in an elementary school setting: Anxiety Disorder, Post-Traumatic Stress Disorder (PTSD), Obsessive Compulsive Disorder (OCD), mood and behavior disorders, and Attention Deficient Hyperactivity Disorder (ADHD). This workshop will raise awareness of all personnel who work with children and will address symptoms and general interventions that are available outside of the EMHI programs.

#### CREATING A FUN AND INVITING ACTIVITY ROOM

Michele Buyco, School-Based Mental Health Professional and PIP Aides, Ontario-Montclair School District

Target Group: Child Aides, School Administrators, Teachers (PIP/Group

Model Focus)

Tuesday - 8:30 a.m. - Imperial Suite D

This workshop is geared toward creating an activity room that is not only inviting and fun, but creative. The focus will be on imaginative and resourceful ways to decorate available wall space. Time will also be given to discuss how to utilize and make the most out of minimal space.

## CREATING A MORE WELCOMING WORLD FOR LESBIAN, GAY, BISEXUAL AND TRANSGENDER (LGBT) FAMILIES

Judy Appel, Executive Director, Our Family Coalition
Target Group: Open to Everyone
Tuesday – 10:15 a.m. – St. Louis

There are a growing number of LGBT parents with children in our schools. This session will build your skills in recognizing and confronting any biases or stereotypes people might have in relation to LGBT families, while providing information about how to help ensure that their children grow up healthy and secure.

#### CREATING KIDS WITH CHARACTER USING PLAY

Sabine Reuter and Terri Mokma, Healthy Play Leaders, School Based Mental Health Professionals, Santa Clara Unified School District

Target Group: School-Based Professionals, School Administrators,

**Teachers (Group Model Focus)** 

Tuesday - 8:30 a.m. - Marguis Salon 2

Students are great during Second Step or character education lessons, yet afterwards the negative behaviors and attitudes can start again. Extend lesson time with play to further develop skills. Learn fun games and activities where students practice social and emotional management skills that bring the concepts of great programs to life!

#### **CULTURAL COMPETENCE: WORKING WITH LATINO FAMILIES**

Norelia Caldera, School Based Mental Health Professional, Chico Unified School District

Target Group: Open to Everyone
Tuesday – 10:15 a.m. – Marquis Salon 6

This workshop will explore the values, beliefs, and practices of the Latino culture, as well as address barriers Latino children and their families face in the school setting, such as English language acquisition and acculturation. Practical strategies will be provided for improving daily practice when working with Latino children and their families to better build the cultural bridges between home and school.

### **DATA COLLECTION TRAINING**

Mark Duerr, Christine Fetherstonhaugh and Mike Newlin - Duerr Evaluation Resources

Target Group: Required for New School-Based Professionals and Program

Coordinators

Tuesday – 8:30 a.m. – Boston

Information about the evaluation forms and protocol for EMHI-funded programs is provided in this workshop. The workshop includes an overview of the entire data collection process, as well as a detailed description of the evaluation-related roles and responsibilities of local staff. The training is tailored for professional staff, although Child Aides may also find the information helpful. Note: If DER staff cannot attend the conference, this workshop may be presented by an EMHI Technical Assistance Consultant. An update will be provided during the General Session on Monday, November 3, 2008.

### **DE-CLUTTER YOUR LIFE**

Debbie Wong, EMHI Technical Assistance Consultant

Target Group: Open to Everyone Monday – 1:45 p.m. – Imperial Suite B

Simplify your life. Clearing clutter helps you reach your goals. You'll feel lighter with less stuff weighing you down. Create more time, space, and energy in your life for the people and things that matter most to you. When you eliminate clutter, you will have the time to pursue what brings you satisfaction and enjoyment.

### DISCOVERING UNIQUE GEMS IN EACH CHILD

Anne Zimmer, Barbara Artman, Judy Campbell, and Susan McGarry, Encinitas Union School District Target Group: Child Aides, School Administrators, Teachers (PIP Focus)
Tuesday — 8:30 a.m. — Marquis Salon 5

Every child is unique and brings special gifts and challenges to the playroom. This workshop offers practical solutions on how to appreciate the gifts of the child who doesn't talk, the child who is bouncing off the walls, the child who doesn't wish to leave the playroom, and more!

### DREAMS AND PLAY: POETRY IN MOTION

Doug Thomas, West Covina Unified School District

Target Group: Open to Everyone (PIP Focus)

Tuesday -10:15 a.m. - New York

What do playing and dreaming have in common? Come find out by sharing and playing with your dreams and listening to other people's dreams. Through exercises, discussion and demonstration, this workshop offers experiential learning in how to gain new insights into children's play behavior.

### FEELINGS AND EMOTIONS OF AN EMHI AIDE

Lisa Young, Project Coordinator and PIP Aide, Waugh School District

Target Group: Child Aides, School-Based Professionals (PIP Focus)

Tuesday - 8:30 a.m. - St. Louis

Participants will explore and discuss the various feelings they experience in their work as PIP aides. We will not only discuss the joy felt when a student is excited to see you, but also the frustration felt at times! Other common feelings and strategies for self-care will be shared. The focus will remain on feelings experienced in their work as a PIP aide.

### FIDGETY PHIL VISITS THE ACTIVITY ROOM

Arthur Singer, Ed.D., Project Coordinator, School Based Mental Health Professional, Folsom Cordova Unified School District

Target Group: Child Aides (PIP/Group Model Focus)

Monday - 1:45 p.m. - Imperial Suite D

Have you ever watched a very active child that moved quickly from one activity to another? Well, join the club! This workshop will discuss the characteristics and needs of overactive children, including ADD. Suggestions for activity room and group strategies will be explored.

### FOSTER CARE IN CALIFORNIA: AN OVERVIEW

Jim Foley, Executive Director, St. Francis Home for Children, Sacramento

Target Group: Open to Everyone

Monday – 1:45 p.m. – Atlanta

This workshop is the first of a two-part workshop that presents an overview of the Foster Care System in California and the children in foster care. Participants will learn about family situations that precipitate out-of-home placement, the legal process required for a child to become a dependent of the juvenile court, the various placement options available and the legal process required for children to return to their families.

### **HEALTHY PLAY: BUILDING COMMUNITY THROUGH PLAY**

Geri Dean; Jill Bernedo; Charlie Steffens; Spencer Gorin, Chico Unified School District

Target Group: Open to Everyone (Enhancement Focus)

Tuesday - 10:15 a.m. - Marquis Salon 5

Why do we play in school? What's the most important part of every game? Healthy Play builds a school-wide philosophy about play, compassion, and community, while reducing behavioral issues. Come <u>PLAY</u>, learn the fundamentals of Healthy Play, and hear how this approach is integrated into an EMHI enhancement!

### **HOMELESS STUDENTS—HOW CAN I HELP?**

Jeannetta Altenburg, Program Specialist, CARE Program for the Education of Homeless Students, Chino Valley Unified School District

Target Group: Open to Everyone Tuesday – 8:30 a.m. – Imperial Suite B

Students in homeless situations are found in every city in America—sometimes we will know their circumstances, sometimes we will not. With the loss of affordable housing, more families may be facing this crisis. The federal McKinney-Vento Act requires that all school districts have plans to assist these students. Students who lack a fixed, regular and adequate nighttime residence often come to school with unique physical, emotional, mental and educational needs. This workshop will help to identify these needs, raise awareness of ways you can assist these students and offer suggestions you can use in your facility.

### IT'S ABOUT RELATIONSHIPS

Scott Lindstrom, EMHI Technical Assistance Consultant

Target Group: Open to Everyone Monday – 3:30 p.m. – Imperial Suite E

Though often overlooked in training and "accountability" measures, converging research on social intelligence, neurological development, resilience, developmental assets, effective schools and the role of play in children's lives supports the importance of our work, and the need to intentionally connect with kids. Aside from the research, it just feels right to connect and to play, so let's get started!

### **LEADING A SMALL GROUP**

Debbie Wong, EMHI Technical Assistance Consultant

Target Group: Required for New Other Model Child Aides, New Other

Model School-Based Professionals, and New Mental Health

Consultants

Tuesday - 10:15 a.m. - Imperial Suite B

Facilitating a group is not an easy task. The dynamics of organizing a group, learning a new curriculum and methods of handling student interactions will be covered. Part of the time in this workshop will provide the opportunity to ask questions of panel members representing different roles in the EMHI program.

# THE MENTAL HEALTH SERVICES ACT: HOW TO BE A PART OF THE LOCAL PLANNING PROCESS AND AFFECT CHANGE FOR CHILDREN AND YOUTH

Michelle Lawson, Staff Mental Health Specialist, California Department of Mental Health, Prevention and Early Intervention Branch; Scott Lindstrom, EMHI Technical Assistance Consultant; Portia Lee, Ph.D., Project Coordinator, Pomona Unified School District; Bill Spencer, Project Coordinator, Paso Robles Unified School District; Sandy Maeshiro, EMHI Technical Assistance Consultant

Target Group: School-Based Professionals, Mental Health Consultants, School Administrators

Monday - 1:45 p.m. - New York

The passage of the Mental Health Services Act (MHSA) and the development of the proposed guidelines for Prevention and Early Intervention (PEI) provide opportunities for school districts, county offices of education and other stakeholders to collaborate with the county Mental Health departments to develop PEI services for school-aged children and youth. This workshop will provide an overview of the MHSA PEI component, including the Student Mental Health Initiative, and how to participate in the local planning process.

### **NON-DIRECTIVE PLAY TECHNIQUES**

Scott Lindstrom, EMHI Technical Assistance Consultant

Target Group: Required for New PIP Child Aides

Tuesday - 8:30 a.m. - Imperial Suite A

Nondirective play is the core method for working with children in the Primary Intervention Program (PIP). It is the process that allows us into the world of children and through which a unique relationship is built between the child and the adult providing PIP. This workshop provides an introduction to the tools and skills required for PIP, a look at some of the difficulties typically encountered, and an overview of the concepts that explain why nondirective play is both effective and developmentally appropriate.

#### **NON-DIRECTIVE SAND TRAY**

Olivia Sevilla, Mental Health Consultant, Ontario-Montclair School District

Target Group: Child Aides, School-Based Professionals, Mental Health

**Consultants (PIP Focus)** 

Tuesday - 8:30 a.m. - Marquis Salon 4

This workshop will provide an overview of basic theories and concepts in sand tray work with children, specifically, the benefits of non-directive sand play. Participants will learn how to best set up a sand tray area, how to create a safe and non-directive atmosphere that encourages children to express themselves. The workshop will utilize a slide presentation, lecture, experiential exercise and discussion to facilitate the learning goals.

### NURTURING THE SPIRIT WITH CULTURAL COMPETENCE

Rosa Ana Lozada, CEO, Harmonium, Inc., San Diego Unified School District

Target Group: Mental Health Consultants, School Administrators (PIP

Focus)

Tuesday - 8:30 a.m. - Marquis Salon 6

This fun and interactive workshop will help participants identify cultural competence considerations in understanding children's development, explore effective strategies, and identify 1 or 2 activities that can be applied within your programs.

### ORIENTATION FOR NEW CHILD AIDES

Paul Teuber, EMHI Technical Assistance Consultant

Target Group: Required for New Child Aides

Monday - 1:45 p.m. - Imperial Suite A

An overview of the philosophy of the Early Mental Health Initiative (EMHI) will be presented. Attendees will learn how students benefit from the services offered through programs funded by EMHI. Basic program procedures and required paperwork/documents will be discussed.

### **OVER-INDULGED CHILD**

Susi Huschle, Program Coordinator/School-Based Mental Health Professional/School Counselor, Jacoby Creek School District

Target Group: Open to Everyone
Tuesday – 8:30 a.m. – Marquis Salon 1

While indulgent parenting may look good on the surface, it's doing a tremendous disservice to children. Over-indulged children approach life with a sense of entitlement and lack appropriate social skills. This workshop will explore indulgent parenting and discuss what can be done to counteract this societal trend.

### PLAY! NOT JUST FOR KIDS. BUT FAMILIES TOO!

Lisa Young, Project Coordinator; Joyce Kawahara, PIP Aide, Waugh School District

Target Group: Open to Everyone (Enhancement Focus)

Monday – 3:30 p.m. – Marquis Salon 2

Let us share with you how to coordinate a Family Fun Night! They are easy to do and a positive way to bring families into school. Also, they are an inexpensive way to promote the power of play! We have experience to share so you, too, can easily manage your own Family Play night. Handouts will include all flyers, schedules, etc.

### PLAYFUL PLAYROOM IDEAS

Sandra Martin Delcampo, Child Associate; Linda Russel, Mental Health Consultant, Magnolia Unified School District

Target Group: Child Aides (PIP Focus)
Tuesday – 10:15 a.m. – Imperial Suite D

Looking for new, fun and low cost ways to decorate your child friendly room? Would you like to learn about different crafts for your students? Come enjoy some "hands on" ideas for your room as well as crafts for your students.

### A PLAYROOM FOR CHILDREN OF BLENDED FAMILIES

Rosalba Saucedo, Mental Health Professional; Liseth Ramos, Child Aide; Victor Carrillo, School Based Mental Health Professional, Kings River Unified School District

Target Group: Child Aides (PIP Focus)

Tuesday - 10:15 a.m. - Imperial Suite E

Setting up a PIP playroom will be presented and discussed with special attention given to various types of blended families (divorced, adopted, multi-generational, gay, etc.). This workshop is best for new child aides or for new PIP program staff.

### PRESENTING ABOUT EMHI IN POWER POINT

Debbie Roof, Project Coordinator and School Based Mental Health Professional, San Ramon Valley Unified School District

Target Group: School-Based Professionals, School Administrators,

Program Coordinators (PIP/Second Step Focus)

Monday – 3:30 p.m. – St. Louis

Are you interested in developing an effective Power Point presentation about EMHI? If so, this workshop is for you. Power Point presentations that have been used at staff meetings and parent meetings to explain PIP and Second Step will be shared. Also, information will be provided on how to develop your own Power Point presentation about EMHI.

### PROGRAM IMPLEMENTATION

Karen Zuk, EMHI Technical Assistance Consultant

Target Group: Required for New Program Coordinators and

**New School-Based Professionals** 

Monday - 1:45 p.m. - Imperial Suite F

This workshop provides in-depth training on program implementation. Topics include procedures for selecting students, obtaining parent permission, addressing school site issues, confidentiality, and typical difficulties encountered in program start-up. The content is intended for new professional staff. It is mandatory for new Project Coordinators and new School-Based Mental Health Professionals and highly recommended for new Mental Health Consultants and teachers interested in the specifics of program implementation.

### RAISING OPTIMISTIC, SELF-RELIANT AND SELF-ASSURED CHILDREN

Grant Wyborny, Ph.D., Mental Health Consultant, Children's Mental Health, Contra Costa County

Target Group: Open to Everyone
Monday – 1:45 p.m. – Imperial Suite C

Research shows that children and adults who demonstrate characteristics of optimism and resilience are likely to live happier, healthier, more productive and less stressful lives. This workshop will define these concepts, discuss why they are important and provide examples of parenting styles and behavior by caring adults that foster their development in children and adolescents.

### RITBERGER PERSONALITY METHOD

Michele Mariscal, Prevention Specialist, Schools Insurance Authority

Target Group: Open to Everyone Monday – 3:30 p.m. – Imperial Suite D

Learn how personality is that "automatic pilot" in each of us that represents our attitudes, beliefs, thoughts, emotional reactions, and coping mechanisms. Based on the work of Carol Ritberger, Ph.D., learn what color you are – Red, Orange, Yellow, or Green. Use this information to understand your own strengths and the strengths of your co-workers and create clearer communication in your personal and professional life.

### SECOND STEP ENRICHMENT ACTIVITIES

Denise Voss, Ph.D., School Based Mental Health Professional; Child Aides, Corona-Norco Unified School District

Target Group: Child Aides, School-Based Professionals (Group Model Focus)

Tuesday – 10:15 a.m. – Atlanta

This workshop will present ideas and techniques to utilize with small groups as enhancement activities to supplement Second Step lessons. Games, art, role-playing, and other fun activities that relate to the core concepts of empathy, anger management, and problem solving will be demonstrated.

### SECOND STEP IN THE CLASSROOM

Spence Rundberg, EMHI Technical Assistance Consultant; Roger Smith and Anne Angle, Retired Teachers, Benicia Unified School District

Target Group: Open to Everyone (Enhancement Focus)

Tuesday - 8:30 a.m. - Imperial Suite F

This workshop will include an overview of Second Step and the elements of whole classroom lessons, as well as a successful formula for parent seminars. Practical handouts will be available. Some of the Second Step curriculum will also be available for review as well as evaluation results. The presenters are retired primary teachers and a school psychologist.

### SHOULD I WRITE THAT DOWN?

Jody Magill-Rivera, Project Coordinator, Visalia Unified School District

Target Group: **Open to Everyone** Monday – 1:45 p.m. – St. Louis

Issues and guidelines pertaining to child logs and other EMHI related student documents are addressed in this workshop. Discussion covers what is appropriate to write in child logs and why, written student referrals and issues regarding EMHI student records. Suggestions are provided for retention of EMHI records and handling communication received from teachers and parents regarding student information. Appropriate for everyone and school teams are encouraged to attend together.

### STRESSES OF DIVORCE ON CHILDREN

Virginia Volk-Anderson, Project Coordinator, Sacramento City Unified School District

Target Group: **Open to Everyone**Tuesday – 8:30 a.m. – Imperial Suite C

Fully fifty percent of American children experience parental separation or divorce. While the experience is unique for each child, many share similar fears, questions, guilt and feelings of social isolation. This workshop will address young children's concerns and reactions prior to, at the time of, and following the divorce and how listening and play may help.

### TAKING CARE OF YOURSELF

Sharon Jahn, Consultant

Target Group: Open to Everyone
Tuesday – 8:30 a.m. – Marquis Salon 3

As EMHI and/or school staff members, we are always working hard to meet the needs of the children we serve. Often, we overlook our own personal needs! In this workshop we'll playfully explore how we, as group members, can lend support to one another in caring for ourselves.

### THE TOOLBOX PROJECT AND SOCIAL SKILLS GROUPS

Mark Collin, MFT, Consultant; Cami Fitzsimmons, Project Coordinator, Sebastopol Union School District

Target Group: Open to Everyone (Group/Other Model and Enhancement Focus)

Monday - 1:45 p.m. - Imperial Suite E

This workshop will provide information and materials on implementing social skills groups using the Toolbox Project (TBP). The TBP enables school communities to be together using a <u>common language</u> based on personal and social awareness, non-violence, and empathy for others. We will discuss the intersection of current resiliency research and the TBP.

### TRAINING AND SUPERVISION

Alyse Kirschen, EMHI Technical Assistance Consultant

Target Group: Required for New School-Based Professionals and New Mental Health Consultants (No substitutes, please!)

Monday - 3:30 p.m. - Imperial Suite F

One of the key components of EMHI involves utilizing professionals who train and supervise Child Aides working with individuals and/or groups. Approaches and topics addressed in supervision and training for both PIP and Other Models will be discussed. The target audience is supervisors of Child Aides.

### **UNDERSTANDING AND HELPING CHILDREN IN FOSTER CARE**

Deborah Sykes Hicks, Licensed Clinical Social Worker, Terkensha Associates, and Mental Health Consultant. Elk Grove Unified School District

Target Group: **Open to Everyone** Monday – 3:30 p.m. – Atlanta

This workshop is the second of a two part workshop that presents an overview of the foster care system in California and the children in foster care. This workshop explains some of the common emotional and behavioral reactions of children who have been removed from their families and placed in the foster care system. It will also provide some guidance on the special needs of these children and on developing a supportive relationship with them.

# UNDERSTANDING AND PRESENTING YOUR 2007/2008 PROGRAM EVALUATION DATA

Mark Duerr, Christine Fetherstonhaugh and Mike Newlin - Duerr Evaluation Resources

Target Group: School-Based Professionals, Mental Health Consultants, School Administrators, Program Coordinators

Monday – 3:30 p.m. – Boston; Tuesday – 10:15 a.m. - Boston

This workshop will begin with a discussion of the statewide trends in EMHI evaluation data. This portion of the presentation will focus on the Fiscal Year 2007/08 evaluation findings and trends over the past ten years. The second half of the workshop will address the use of the State and local evaluation data to generate support for EMHI at the local level. Note: This workshop will be canceled if DER staff cannot attend the conference. An update will be provided during the General Session on Monday, November 3, 2008.

### **WORKING WITH NEWLY ARRIVED STUDENTS**

Sandy Maeshiro, EMHI Technical Assistance Consultant Target Group: Open to Everyone

Tuesday – 8:30 a.m. – Atlanta

Students from all parts of the world are arriving daily in our communities and schools. Adjusting to a new culture and language environment can be a difficult process for our newly arrived students. This workshop will encourage participants to gain a better understanding of this unique and special population. There will be group activities and time for discussion on how schools can assist in the adjustment process.

# Center Unified School District

AGENDA F	REQUES	ΓFOR:
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Dept./Site: Wilson C. Riles Middle School

November 5, 2008 Date:

To: **Board of Trustees** 

Joyce Duplissea, Principal From:

Principal's Initials:

Action Item \_\_\_\_

Information Item X

# Attached Pages \_\_4\_

### **SUBJECT:**

Wilson C. Riles Middle School will be sending Julie Andrews and Allison Wiggin to the 2008 Asilomar Mathematics Conference December 4 - 7, 2008. The funding will come out of site SLIP funds.



Search

- ► Home
- Conferences
- ▶ Membership
- Donations
- Festivals: Algebra, Geometry, Number
- ► Affiliates
- ► Calendar of Events
- Issues for Parents and Teachers
- Awards, Grants and Scholarships
- ► Publications
- Online Resources
- ▶ About Us
- Officers and Contact Information

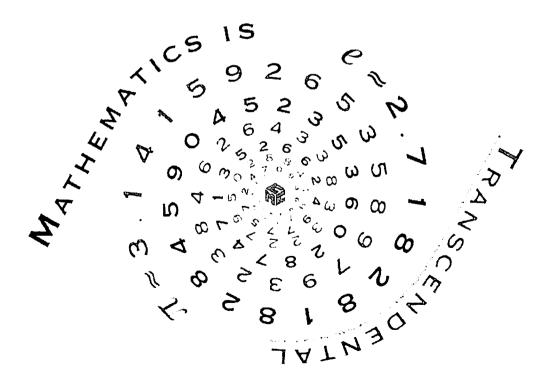
**North: Asilomar** 

December 4 - 7, 2008

This is the oldest of our three fall conferences; we've had 60 CMC North conferences and 51 have been at this one venue. It is held one week after Thanksgiving, the weekend surrounding the first Saturday in December. The beautiful, historic Asilomar State Beach, on the Monterey Peninsula, has been the setting for over 50 years. This year's theme is

## IT'S ALL ABOUT MATHEMATICS

- Asilomar Schedule & Registration Information for 2008.
- Asilomar Exhibitor Information for prospective vendors for 2008.
   See program pages for information on vendors.
- Asilomar Speaker Information for prospective presenters for 2008.
   See program pages (Schedule, above) for information on conference speakers.
- Asilomar NCLB Worksheet for information on meeting NCLB needs for professional development.



# Center Unified School District

		AGENDA REQUEST FOR:	
Dept./Site:	Wilson C. Riles Middle School		
Date:	November 5, 2008	Action Item	
To:	Board of Trustees	Information Item X	
From:	Joyce Duplissea, Principal	# Attached Pages <u>3</u>	
Principal's Initials:			

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Wilson C. Riles Middle School will send Steve Jackson, Cheryl Williams, and Erma McBride to the Solutions To Gangs training offered by SCOE December 9, 2008. The funding will come from site funds.

## SOLUTIONS TO GANGS

Gangs and hate-motivated behaviors in schools have become national issues. Gangs and hate groups are directly tied to bullying and harassment, narcotics use and trafficking, fights and aggression, higher behavior referrals, assaults on school teachers and school staff, lower attendance and lower test scores. This training will provide participants with information about national trends. The session will include early warning signs that will allow educators, community agencies and parents to quickly recognize potential involvement with gangs and hate groups. Sound strategies for school-based prevention, intervention and suppression will be provided.

### Topics include:

- Trends and issues
- Assessment of the school
- Development of policies and administrative regulations
- Identification of stakeholders and capacity building for your school
- Whole school approaches and classroom strategies

This training is applicable to schools that are focusing on proactive and preventative strategies, as well as schools that have entrenched gangs and hate groups. Participants will be able to return to their school sites and begin implementing appropriate and research-based approaches.

### REGISTRATION

Fee: \$70/person, includes continental breakfast, lunch and materials. Registration is limited to 70 participants.

BRN Contact Hours: \$6 total, payable at the training. Provider approved by the California Board of Registered Nursing, Provider Number 10314 for 6 contact hours.

Registration Deadline: November 21, 2008
The training will not be held if the minimum number of participants is not met two weeks prior to the training date. There will be no on-site registration. Refunds are not available for non-attendance or cancellation after the registration deadline.

For directions to training, please log on to www.scoe.net, and click on link for maps & directions.

Verification of completed professional growth hours will be provided to participants.

When paying with a P.O., please FAX a copy of your registration to (916) 228-2216 to reserve your space; however, registration is not confirmed until we have received a P.O. or check. Make checks payable to the Sacramento County Office of Education.



### REGISTRATION FORM

SOLUTIONS TO GANGS
DECEMBER 9, 2008

DUE BY NOVEMBER 21, 2008

# Steve JACKSM

Name

Wilson CRiles Middle School

Center Unition School District

4747 PFE Road

Address

Roseville CA 95747

City/ZIP

(916)787-8100

Work Phone

Syadson & contrust, k12. ca. us

Mail registration form & fee of \$70 to:

Venice Jenkins Sacramento County Office of Education Prevention & Student Services P.O. Box 269003 Sacramento, CA 95826-9003



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### REGISTRATION FORM

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SOLUTIONS TO GANGS
DECEMBER 9, 2008

DUE BY NOVEMBER 21, 2008

Chery L Williams
Name
Wilson G. Riles
Center Unified
District
4747 PFE Rd
Address
Roseville 95662
City/ZIP
(916) 787-8100
Work Phone
Cheralocenterusd, K12. Email Address Ca. US
Email Address Ca. US

Mail registration form & fee of \$70 to:

Venice Jenkins
Sacramento County Office of Education
Prevention & Student Services
P.O. Box 269003
Sacramento, CA 95826-9003

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### REGISTRATION FORM

SOLUTIONS TO GANGS
DECEMBER 9, 2008

DUE BY NOVEMBER 21, 2008

# ERMA MCBRIDE

Name

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Wilson CRiles Middle School

Center Unition School District

#4797 PFE Road

Address

Roseville CA 9574

City/ZIP

(916)787-8100

Work Phone

emobride e centernsd. E12.ca.us

Email Address

Mail registration form & fee of \$70 to:

Venice Jenkins
Sacramento County Office of Education
Prevention & Student Services
P.O. Box 269003
Sacramento, CA 95826-9003



# Center Unified School District

		AGENDA REQUEST FOR:		
Dept./Site:	Superintendent's Office	Action Item X		
То:	Board of Trustees	Information Item		
Date:	November 5, 2008	# Attached Pages		
From:	Dr. Kevin J. Jolly, Superintendent			
Principal/Administrator Initials:				

### SUBJECT: Second Reading: Board Policies/Regulations/Exhibits

Replace BP 4132/4232/4332 Publication or Creation of Materials
Replace BP 4161/4261/4361 Leaves

Replace BP/AR 5112.1 Exemptions from Attendance

Replace BP/AR 6142.1 Sexual Health and HIV/AIDS Prevention Instruction

RECOMMENDATION: CUSD Board of Trustees approve the second reading of presented policies/regulations/exhibits.

AGENDA ITEM: XVI-A

## CSBA Sample Board Policy

### board Policy

All Personnel

BP 4132(a)
4232
PUBLICATION OR CREATION OF MATERIALS

4332

Note: The following optional policy may be modified to reflect district practice. In general, federal copyright law provides that the owner of the copyright is the creator of the work. However, 17 USC 201 specifies that the employer is the copyright holder of a "work for hire" created by an employee within the scope of his/her employment. Examples of a "work for hire" may include an instructional text, test, computer program, or web design. Although the district is the owner of a copyright of a "work for hire," 17 USC 201 authorizes the employee and district to enter into an agreement to transfer ownership of the copyright to the employee, jointly to the district and employee, or to a third party.

This topic may also be a subject of collective bargaining agreements.

The Governing Board recognizes the importance of creating a work environment that encourages employee innovation in creating and developing high-quality materials to improve student achievement and the efficiency of district operations.

```
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 6162.6 - Use of Copyrighted Materials)
```

The Superintendent or designee shall oversee the development of instructional materials, computer programs, and other copyrightable materials by employees, independent contractors, and consultants. An employee, independent contractor, or consultant shall notify the Superintendent or designee of his/her intent to publish or register a work developed in whole or in part within the scope of his/her employment.

(cf. 3600 - Consultants)

Note: Education Code 60076 authorizes the district to claim royalties or other compensation for instructional materials when the materials were written or prepared during the normal school day during which the employee was required to be on duty.

Instructional materials, computer programs, and other copyrightable materials developed by an employee within the scope of his/her employment shall be the property of the district.

```
(cf. 1113 - District and School Web Sites)
(cf. 4040 - Employee Use of Technology)
(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)
(cf. 6161 - Equipment, Books and Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1 - Library Media Centers)
```

If an employee has developed copyrightable material during both work and non-working hours, and the work was within the scope of his/her employment, the Superintendent or designee shall negotiate a contract with the employee to protect the district's right as to the ownership or partial ownership of the copyright.

### PUBLICATION OR CREATION OF MATERIALS (continued)

(cf. 3312 - Contracts)

Note: Courts have held that materials created by independent contractors or consultants are not a "work for hire" within the definition of 17 USC 201. Thus, whenever a district contracts with a consultant to prepare any type of material, it is recommended that a written contract be developed outlining the respective rights of the parties with regard to the copyright of the materials.

The Superintendent or designee shall ensure that any contract with an independent contractor or consultant contains a provision specifying the district's right to ownership of the copyright of any work produced by the contractor or consultant for the district.

The Superintendent or designee may secure copyrights in the name of the district for all copyrightable works developed by the district. All royalties or revenues from these copyrights shall be used for the benefit of the district. (Education Code 35170)

### Legal Reference:

### EDUCATION CODE

32360 Copyrights; use of funds

32361 Copyrights; use of employee work time

35170 Authority to secure copyrights

35182 Marketing or licensing noneducational mainframe electronic data-processing software

60076 Royalties or other compensation

LABOR CODE

2870-2872 Inventions made by an employee

UNITED STATES CODE, TITLE 17

101-122 Subject matter and scope of copyright

201 Copyright ownership and transfer

**COURT DECISIONS** 

Community for Creative Non-Violence v. Reid, (1989) 490 U.S. 730

#### Management Resources:

### **WEB SITES**

Copyright Clearance Center: http://www.copyright.com Copyright Society of the USA: http://www.csusa.org U.S. Copyright Office: http://www.copyright.gov

(1/85 12/89) 7/08

### **Board Policy**

BP 4132 4232,4332 Personnel

Publication or Creation of Materials

The Governing Board may market or license any noneducational electronic software developed by the district. Proceeds from this marketing or licensing shall be used exclusively for educational purposes. (Education Code 35182)

The Governing Board may secure copyrights in the name of the district or Board for all copyrightable works or materials developed by district personnel. No funds or employee time shall be expended by the district to secure a copyright for any individual or firm.

The Governing Board recognizes that staff members under contract to the school district may, in carrying out their professional responsibilities, develop patentable or copyrightable educational materials for use in the school program. It is understood by the Governing Board and the staff members that such materials developed as part of regular employment are equally the properties of the school district and the employee.

The Superintendent shall insure that the contractual agreement and the assignment of copyright interests form shall be executed between the employee and the school district when requested by the Governing Board and/or the employee.

Educational materials created by an employee during his/her leisure hours are the property of the employee.

Legal Reference:

**EDUCATION CODE** 

32360 Copyrights; use of funds

32361 Copyrights; use of employee worktime

35170 Authority to secure copyrights

60076 Inapplicability of article; royalties or other compensation of school officials writing or preparing instructional materials; claim of district to royalty

Policy

CENTER UNIFIED SCHOOL DISTRICT

adopted: November 19, 1986

Antelope, California

Revised: November 13, 1990

# **CSBA Sample Board Policy**

All Personnel

BP 4161(a)
4261
LEAVES
4361

Note: Employee leave provisions are frequently governed by a collective bargaining agreement or a memorandum of understanding between the Governing Board and employee organizations. The following optional policy should be deleted or revised for consistency with any such district agreements.

The Governing Board shall provide for paid and unpaid leaves of absence for employees in accordance with law, Board policy, administrative regulation, collective bargaining agreements, and merit system rules, as applicable.

(cf. 4141/4241 - Collective Bargaining Agreement) (cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)

Note: Items #1-10 below reflect categories of leave which are described in more detail in the cited cross-referenced policies or administrative regulations. In addition, Education Code 44963 and 45198 allow Boards to grant leaves with or without pay to certificated and classified staff for any purpose or period of time, as long as no employee is deprived of any leave to which he/she is legally entitled. Any additional types of leaves so granted by the Board may be added to the following list.

The Board recognizes the following justifiable reasons for employee absence:

1. Personal illness or injury

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave) (cf. 4261.1 - Personal Illness/Injury Leave)

2. Industrial accident or illness

(cf. 4161.11/4361.11 - Industrial Accident/Illness Leave) (cf. 4261.11 - Industrial Accident/Illness Leave)

3. Family care and medical leave

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

4. Military service

(cf. 4161.5/4261.5/4361.5 - Military Leave)

5. Personal necessity and personal emergencies

(cf. 4161.2/4261.2/4361.2 - Personal Leaves)

# **CSBA Sample Board Policy**

All Personnel BP 4161(a) 4261
LEAVES 4361

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```
(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)
(cf. 4261.1 - Personal Illness/Injury Leave)
```

2. Industrial accident or illness

```
(cf. 4161.11/4361.11 - Industrial Accident/Illness Leave)
(cf. 4261.11 - Industrial Accident/Illness Leave)
```

3. Family care and medical leave

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

4. Military service

(cf. 4161.5/4261.5/4361.5 - Military Leave)

5. Personal necessity and personal emergencies

(cf. 4161.2/4261.2/4361.2 - Personal Leaves)

### LEAVES (continued)

Note: Pursuant to Education Code 44986, the Board may grant to any certificated employee who has applied for disability benefits a leave of absence, not to exceed 30 days beyond final determination of the employee's eligibility for disability benefits by the State Teachers' Retirement System. If the employee is determined to be eligible, that leave must be extended for the term of the disability, up to 39 months.

- 6. Disability leave for certificated employees in accordance with Education Code 44986
- 7. Vacations for classified staff and certificated management staff, as applicable
- 8. Sabbaticals for purposes of study or training related to the employee's job duties

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(cf. 4161.3 - Professional Leaves)
(cf. 4261.3 - Professional Leaves)
```

9. Attendance at work-related meetings and staff development opportunities

```
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
```

10. Compulsory leave

```
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
```

11. Religious observances

### **Long-Term Leaves**

Note: The following optional section should be revised as necessary for consistency with a collective bargaining agreement or a memorandum of understanding between the Board and employee organizations.

With Board approval, an employee may receive a leave of absence, without pay and without accruing seniority or service credit, for a period of up to one school year. Applications for long-term leave shall be made in writing and shall state the purpose for which leave is requested. All long-term leave agreements shall be in writing and shall state the terms and conditions of the leave, including the conditions governing the employee's return.

At the end of a long-term leave, the employee shall be reinstated to a similar position as that held at the time leave was granted, unless otherwise agreed upon.

### LEAVES (continued)

The Board shall consider any written request by an employee to return to work prior to the expiration date of the leave.

### Administrative and Supervisory Personnel

Note: Leave provisions for administrative and supervisory personnel who are not subject to collective bargaining agreements may be detailed in an individual contract, memorandum of understanding, or Board policy. The following **optional** section is for use by districts that, via policy, grant the same leave provisions to administrative and supervisory employees as are granted to other certificated or classified employees.

Certificated administrative and supervisory employees who are not subject to the district's bargaining agreement for certificated employees shall generally be entitled to those leave provisions provided in the bargaining agreement for other certificated employees unless otherwise specified in individual contract, memorandums of understanding, Board policy, administrative regulation, or law.

Classified administrative and supervisory employees who are not subject to the district's bargaining agreement for classified employees shall generally be entitled to those leave provisions provided in the bargaining agreement for other classified employees unless otherwise specified in individual contract, memoranda of understanding, Board policy, administrative regulation, or law.

```
(cf. 2121 - Superintendent's Contract)
(cf. 4300 - Administrative and Supervisory Personnel)
(cf. 4312.1 - Contracts)
```

Legal Reference: (see next page)

### LEAVES (continued)

### Legal Reference:

### **EDUCATION CODE**

22850-22856 Pension benefits, STRS members on military leave

44018 Compensation for employees on active military duty

44036-44037 Leaves of absence for judicial and official appearances

44043.5 Catastrophic leave

44800 Effect of active military service on status of employees

44842 Failure to provide notice or to report to work

44940 Sex offenses and narcotic offenses; compulsory leave of absence

44962-44988 Leaves of absence (certificated)

45059 Employee ordered to active military/naval duty, computation of salary

45190-45210 Leaves of absence (classified)

#### **FAMILY CODE**

297-297.5 Registered domestic partner rights, protections and benefits

#### GOVERNMENT CODE

3543.1 Release time for representatives of employee organizations

3543.2 Scope of representation

12945.1-12945.2 California Family Rights Act

20990-21013 Pension benefits, PERS members on military leave

#### LABOR CODE

230-230.2 Leaves for victims of domestic violence, sexual assault or specified felonies

230.3 Leave for emergency personnel

230.4 Leave for volunteer firefighters

230.8 Leave to visit child's school

233 Illness of child, parent, spouse or domestic partner

### MILITARY AND VETERANS CODE

395-395.9 Military leave

395.10 Leave when spouse on leave from military deployment

UNITED STATES CODE, TITLE 29

2601-2654 Family and Medical Leave Act of 1993

UNITED STATES CODE, TITLE 38

4301-4334 Uniformed Services Employment and Reemployment Rights Act of 1994

(12/88 10/98) 7/08

### **Board Policy**

BP 4161 4261 Personnel

Leaves

The Governing Board shall provide for paid and unpaid employee leaves of absence in accordance with law, Board policy, administrative regulation and collective bargaining agreements.

The Board recognizes the following justifiable reasons for absence as provided by law:

- 1. Personal illness or injury
- 2. Industrial accident or illness
- 3. Childbirth and recovery, care of newborn, placement of a child with the employee for foster care or adoption of a child
- 4. Military service
- 5. Family illness or accident; bereavement; fire, flood or other immediate danger to the employee's home or property; and other personal emergencies
- 6. Vacations for classified staff and certificated management staff, as applicable
- 7. Jury duty or required court appearances
- 8. Religious observances
- 9. Participation in child's school or day care activities
- 10. For certificated staff, sabbaticals for purposes of study or travel; for classified staff, sabbaticals for purposes of study or retraining
- 11. Attendance at work-related meetings and staff development opportunities
- 12. Compulsory leave
- (cf. 4118 Suspension/Disciplinary Action)
- (cf. 4131 Staff Development)
- (cf. 4161.1/4361.1 Personal Illness/Injury Leave)
- (cf. 4161.11/4361.11 Industrial Accident/Illness Leave)

```
(cf. 4161.2/4261.2/4361.2 - Personal Leaves)
(cf. 4161.3 - Professional Leaves)
(cf. 4161.5/4261.5/4361.5 - Military Leave)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 4231 - Staff Development)
(cf. 4261.1 - Personal Illness/Injury Leave)
(cf. 4261.11 - Industrial Accident/Illness Leave)
(cf. 4261.3 - Professional Leaves)
(cf. 4331 - Staff Development)
(cf. 4361 - Leaves)
```

### Long-term Leaves

With Board approval, certificated employees may receive a voluntary personal leave of absence without pay and without increment, seniority or tenure credit, for a period of up to one school year, for any of the following purposes:

- \* Professional study, training or research
- \* Restoration of health
- \* Care for a member of the immediate family who is ill
- Maternity/child care
- \* Campaign for or service in an elected public office
- Peace Corps or like service
- \* Teaching in a foreign country
- \* Service on a government committee
- \* Travel, rest or recreation
- Other reasons the Board deems necessary

Applications for long-term leave shall be made in writing and shall state the purpose for which leave is requested.

All long-term leave agreements shall be reduced to writing and shall state the terms and conditions of the leave, including the conditions governing the employee's return to employment.

All long-term leaves for certificated employees shall begin at the end of the semester, except in cases of emergency.

Certificated employees on leave for an entire school year shall notify the district by March 1 of their intent to return to work the following school term. Classified employees on leave for a year shall notify the district of their intent to return 30 days before the expiration date of the leave. If such notification is not made, the employee shall be deemed to have resigned.

At the end of a long-term leave, the employee shall be reinstated:

- 1. As an employee of the district
- 2. On the same salary schedule placement as he/she was placed prior to the leave
- 3. Into a position which is appropriate to his/her credential(s), if the individual is credentialed or into a position that capitalizes on his/her training, skills or knowledge if he/she is classified.

If permitted under the terms of the district's contract with the insurance company, employees on leave may remain active participants in the health insurance program by paying the full premiums required in advance.

Employees shall not accept gainful employment while on long-term leave without prior written approval of the Board.

Employees may request the Board, in writing, to return to work prior to the expiration date of the leave. The Board may approve or reject the request.

The Board reserves the right to rescind a leave of absence upon discovery that the agreed upon terms of the approval were violated.

Whenever possible, employees shall request personal leaves in advance and prepare suitable lesson plans or instructions for a substitute employee.

### Legal Reference:

**EDUCATION CODE** 

44036 Leaves of absence for judicial and official appearances

44037 Unlawful to encourage exemption from jury duty

44842 Failure to provide notice or to report to work

44940 Sex offenses and narcotic offenses; compulsory leave of absence

44962-44988 Leaves of absence (certificated)

45190-45210 Leaves of absence (classified)

**GOVERNMENT CODE** 

3543.2 Scope of representation

Policy CENTER UNIFIED SCHOOL DISTRICT adopted: May 5, 1999 Antelope, California

# **CSBA Sample**

### **Board Policy**

Students BP 5112.1(a)

### **EXEMPTIONS FROM ATTENDANCE**

Note: The following policy is optional. See the accompanying administrative regulation for a list of conditions under which students may legally be exempted from regular and continuation education.

Each student between the ages of 6 and 18 shall be subject to compulsory full-time education. (Education Code 48200)

(cf. 5113.1 - Truancy)

However, the Superintendent or designee may grant exemptions from compulsory attendance to a student as allowed by law and in the best interest of the student. Exemptions shall not be used to remove a student from the school for disciplinary purposes.

```
(cf. 5111 - Admission)
(cf. 5112.2 - Exclusions from Attendance)
(cf. 5112.3 - Student Leave of Absence)
(cf. 5113.2 - Work Permits)
(cf. 5141.22 - Infectious Diseases)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)
(cf. 6158 - Independent Study)
(cf. 6172.1 - Concurrent Enrollment in College Classes)
(cf. 6178.2 - Regional Occupational Center/Program)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6200 - Adult Education)
```

As needed, the Superintendent or designee may require a student or his/her parent/guardian to submit written documentation that the student fulfills one of the conditions specified in law and administrative regulation for which exemption is authorized.

(cf. 5125 - Student Records)

Legal Reference: (see next page)

### **EXEMPTIONS FROM ATTENDANCE** (continued)

### Legal Reference:

### **EDUCATION CODE**

33190 Affidavit by persons conducting private school instruction

46100-46147 Minimum school day

46170 Minimum school day, continuation education

48200-48341 Compulsory education law

48400-48454 Compulsory continuation education

48800-48802 Attendance at community college

49110-49119 Permits to work

49130-49135 Permits to work full time

LABOR CODE

1285-1312 Employment of minors

1390-1399 Employment of minors

CODE OF REGULATIONS, TITLE 5

11522 Parental consent for exemption based on high school proficiency certificate

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

CODE OF FEDERAL REGULATIONS, TITLE 34

106.40 Marital or parental status

**COURT DECISIONS** 

Thomas v. Atascadero Unified School District, (1987) 662 F. Supp. 342

### Management Resources:

### **WEB SITES**

California Department of Education, Attendance Improvement: http://www.cde.ca.gov/ls/ai/

(6/98 3/04) 7/08

## **Board Policy**

BP 5112.1 Students

**Exemptions From Attendance** 

Each child between the ages of 6 and 18 shall be subject to compulsory full-time education. (Education Code 48200)

However, the Governing Board may grant exemptions from compulsory attendance to a student as allowed by law and in the best interest of the student. Exemptions shall not be used to remove a student who is a disciplinary problem.

(cf. 5111 - Admission)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5112.3 - Student Leave of Absence)

(cf. 5113.2 - Work Permits)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 6158 - Independent Study)

(cf. 6183 - Home and Hospital Instruction)

### Legal Reference:

**EDUCATION CODE** 

33190 Affidavit by persons conducting private school instruction

46113 Minimum schoolday for grades four through eight

48200-48341 Compulsory education law

48400-48454 Compulsory continuation education

48800.5 Petition for enrollment as special full-time student

LABOR CODE

1295.5 Employment of minors; performance of sports-attending services

1390-1399 Employment of minors

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, Discrimination

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

CODE OF FEDERAL REGULATIONS, TITLE 34

106.40 Marital or parental status

COURT DECISIONS

Thomas v. Atascadero Unified School District, (1987) 662 F.Supp. 342

Policy CENTER UNIFIED SCHOOL DISTRICT adopted: June 23, 2004 Antelope, California

# **CSBA Sample**

## **Administrative Regulation**

Students AR 5112.1(a)

### **EXEMPTIONS FROM ATTENDANCE**

Note: The following optional administrative regulation should be modified to reflect the ages of students served by the district and the position responsible for performing duties related to attendance exemptions. Pursuant to Education Code 48240-48246, the district may appoint an attendance supervisor or may, with approval of the County Board of Education, contract with the County Superintendent of Schools to supervise the attendance of district students.

### **Exemptions from Regular Education Program**

A student may be exempted from full-time attendance in the district's regular education program if he/she:

- 1. Is being instructed in a private full-time school and the Superintendent or designee verifies that the private school has filed an affidavit pursuant to Education Code 33190 (Education Code 48222, 48223)
- 2. Is being instructed by a private tutor who holds a valid state credential for the grade taught, provided that the instruction consists of study and recitation for at least three hours a day for 175 days of each calendar year (Education Code 48224)
- 3. Holds a work permit to work temporarily in the entertainment or allied industries (Education Code 48225, 48225.5)

(cf. 5113.2 - Work Permits)

- 4. Holds a work permit and attends part-time classes (Education Code 48230)
- 5. Is between the ages of 12 and 18 and enters a school attendance area from another state within 10 days of the end of the school term, with the exemption applicable for the remainder of the term (Education Code 48231)

Note: Education Code 48232 requires the Governing Board to adopt policy if it wishes to grant student leaves of absence for the purposes described in item #6 below. See BP/AR 5112.3 - Student Leave of Absence for language fulfilling this mandate. Districts that do not offer such leaves of absence should delete optional item #6 below.

6. Is at least age 15 and is taking a leave of absence for up to one semester for the purpose of supervised travel, study, training, or work not available to the student under another educational option (Education Code 48232)

### **EXEMPTIONS FROM ATTENDANCE** (continued)

7. Attends a community college as a special full-time student on the grounds that he/she would benefit from advanced scholastic or vocational work (Education Code 48800.5)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

### **Exemptions from Continuation Education**

Note: The remainder of this regulation is for use by districts that maintain high schools and are required by Education Code 48432 to establish and maintain continuation education classes. Pursuant to Education Code 48400, all students age 16 or 17 who are not attending full-time day school are required to attend continuation school, unless they are exempt as provided below. See BP/AR 6184 - Continuation Education.

A student who would otherwise be subject to compulsory continuation education pursuant to Education Code 48400 or 48402 may be exempted if he/she: (Education Code 48410)

1. Has graduated from a public high school maintaining a four-year course above grade 8 or has had an equal amount of education in a private school or from a private tutor

In the case of a private school, the exemption shall be granted only if the Superintendent or designee has verified that the private school has filed an affidavit pursuant to Education Code 33190. (Education Code 48415)

Note: 5 CCR 11522 requires the district to provide a form to obtain parent/guardian consent before a student age 16-17 can be exempted from compulsory continuation education on the basis of demonstrated proficiency as described in item #2 below. Pursuant to Education Code 48414, a student age 16-17 who terminates his/her enrollment on this basis must be permitted to re-enroll without prejudice. See AR 6146.2 - Certificate of Proficiency/High School Equivalency.

2. Has successfully demonstrated proficiency equal to or greater than standards established by the California Department of Education and has verified approval submitted by his/her parent/guardian

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

- 3. Is attending a public or private full-time day school or satisfactory part-time classes maintained by other agencies
- 4. Is attending adult school for not less than four hours per calendar week

(cf. 6200 - Adult Education)

5. Is attending a regional occupational program or center pursuant to Education Code 48432

### **EXEMPTIONS FROM ATTENDANCE** (continued)

(cf. 6178.2 - Regional Occupational Center/Program)

Note: Education Code 48410 authorizes students to be exempted from continuation education because of their physical condition or if they provide care for their dependents, as provided in item #6 below. Pursuant to Title IX (20 USC 1681-1688), no school receiving federal assistance may deny participation in a class because of a student's pregnancy or parenthood, but such students may request an exemption from the regular program; see BP 5146 - Married/Pregnant/Parenting Students.

6. Is disqualified because of his/her physical or mental condition or because of personal services that must be rendered to his/her dependents

(cf. 5141.22 - Infectious Diseases)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6158 - Independent Study)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

7. Is between the ages of 12 and 18 and enters a school attendance area from another state within 10 days of the end of the school term, with the exemption applicable for the remainder of the term pursuant to Education Code 48231

Note: Education Code 48416 requires the Board to adopt policy if it wishes to grant student leaves of absence for the purposes described in the following paragraph. See BP/AR 5112.3 - Student Leave of Absence for language fulfilling this mandate. Districts that do not offer such leaves of absence should delete the following optional paragraph.

In addition, a student who is between the ages of 16 and 18 may be exempted from continuation education if he/she is taking a leave of absence for up to two semesters for the purpose of supervised travel, study, training, or work not available to the student under another educational option. (Education Code 48416)

# **Administrative Regulation**

AR 5112.1 Students

**Exemptions From Attendance** 

A student may be exempted from full-time attendance in the district's regular education program if he/she:

- 1. Is being instructed in a private full-time school and the district attendance supervisor or designee verifies that the private school has filed an affidavit pursuant to Education Code 33190 (Education Code 48222, 48223)
- 2. Is being instructed by a private tutor who holds a valid state credential for the grade taught, provided that the instruction consists of study and recitation for at least three hours a day for 175 days of each calendar year (Education Code 48224)
- 3. Holds a work permit to work temporarily in the entertainment or allied industry (Education Code 48225)

(cf. 5113.2 - Work Permits)

- 4. Holds a work permit and attends part-time classes (Education Code 48230)
- 5. Is between the ages of 12 and 18 and enters a school attendance area from another state within 10 days of the end of the school term, with the exemption applicable for the remainder of the term (Education Code 48231)
- 6. Is at least 15 years old and is taking a leave of absence for up to one semester for the purpose of supervised travel and study (Education Code 48232)

(cf. 5112.3 - Student Leave of Absence)

7. Attends a community college as a special full-time student on the grounds that he/she would benefit from advanced scholastic or vocational work (Education Code 48800.5)

(cf. 6172 - Gifted and Talented Student Program)

A student may be exempted from full-time attendance in the district's continuation education program if he/she: (Education Code 48410)

1. Has graduated from a public or private high school maintaining a four-year course above the eighth grade

2. Has successfully demonstrated proficiency equal to or greater than standards established by the California Department of Education and has verified approval submitted by his/her parent/guardian

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

- 3. Is attending a public or private full-time day school, or satisfactory part-time classes maintained by other agencies
- 4. Is attending adult school for not less than four hours per week

(cf. 6200 - Adult Education)

- 5. Is attending a regional occupation program or center pursuant to Education Code 48432
- 6. Is disqualified because of his/her physical or mental condition or because of personal services that must be rendered to his/her dependents

(cf. 5141.22 - Infectious Diseases)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6158 - Independent Study)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

7. Is between the ages of 12 and 18 and enters a school attendance area from another state within 10 days of the end of the school term, with the exemption applicable for the remainder of the term pursuant to Education Code 48231

Regulation CENTER UNIFIED SCHOOL DISTRICT approved: June 23, 2004 Antelope, California

# **CSBA Sample**

# **Board Policy**

Instruction BP 6142.1(a)

## SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION

Note: The following policy and accompanying administrative regulation are optional. Education Code 51934 requires districts to provide HIV/AIDS prevention instruction to students in grades 7-12. Pursuant to Education Code 51933, districts are not required to provide comprehensive sexual health education; however, if such instruction is provided, it must satisfy all of the criteria listed in Education Code 51933. See the accompanying administrative regulation.

During the Categorical Program Monitoring (CPM) review, California Department of Education (CDE) staff will review the district's policies and procedures regarding HIV/AIDS instruction. The following paragraph reflects the purposes of the law as stated in Education Code 51930, as well as the desired outcomes of the CPM review.

The Governing Board recognizes that the purpose of the district's sexual health and HIV/AIDS prevention instruction is to provide students with the knowledge and skills necessary to protect them from unintended pregnancy and sexually transmitted diseases and to encourage students to develop healthy attitudes concerning adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family. The Board therefore desires to provide a well-planned sequence of instruction on comprehensive sexual health and HIV/AIDS prevention.

(cf. 5030 - Student Wellness) (cf. 6142.8 - Comprehensive Health Education)

Note: In 2008, the State Board of Education adopted voluntary content standards for health education as required by Education Code 51210.8. One of the six content areas is growth, development, and sexual health. See BP/AR 6142.8 - Comprehensive Health Education.

The district's curriculum shall be aligned with the state's content standards, based on medically accurate and factual information, and designed to teach students to make healthy choices and reduce high-risk behaviors. The district's program shall comply with the requirements of law, Board policy, and administrative regulation and shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

(cf. 5141.22 - Infectious Diseases) (cf. 5141.25 - Availability of Condoms) (cf. 5146 - Married/Pregnant/Parenting Students) (cf. 6143 - Courses of Study)

Note: The following paragraph is optional and should be revised to reflect district practice.

The Superintendent or designee may appoint a coordinator and/or an advisory committee regarding the district's comprehensive sexual health program. The advisory committee shall represent a divergence of viewpoints and may participate in planning, implementing, and evaluating the district's comprehensive sexual health education program. The Board shall consider the advisory committee's recommendations when approving the district's program.

(cf. 1220 - Citizen Advisory Committees)

#### Parent/Guardian Consent

Note: Prior to providing instruction in sexual health or HIV/AIDS prevention, Education Code 51938 requires districts to notify parents/guardians of the instruction and of the opportunity to request that their child not receive the instruction. See the accompanying administrative regulation for details of the required notice.

According to the CDE, Education Code 51938 requires districts to use a "passive consent" or "opt-out" model regarding HIV/AIDS prevention instruction, whereby the student receives the instruction unless the parent/guardian otherwise notifies the district. However, according to the CDE, districts may choose to use an "active consent" or "opt-in" model regarding comprehensive sexual health instruction, whereby the parent/guardian must first give affirmative consent before his/her child receives sexual health instruction. Districts that wish to adopt an active consent/opt-in model for sexual health instruction should modify the following paragraph accordingly.

A parent/guardian may request in writing that his/her child be excused from participating in HIV/AIDS prevention or sexual health education. Students so excused by their parents/guardians shall be given an alternative educational activity. (Education Code 51240, 51939)

(cf. 5022 - Student and Family Privacy Rights)

A student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive the instruction. (Education Code 51939)

Note: Pursuant to Education Code 51938 and 51513, the district may administer to students in grades 7-12 an anonymous, voluntary survey regarding sexual behaviors upon providing written parent/guardian notification and allowing parents/guardians to request in writing that the survey not be administered (i.e., "passive consent"). Parents/guardians of students below grade 7 must give permission (i.e., "active consent") before the research instrument is administered to their child. In addition, 20 USC 1232h mandates districts to adopt a policy regarding the district's arrangements to protect student privacy when such a survey is administered. See BP/AR 5022 - Student and Family Privacy Rights for language implementing this requirement.

#### Legal Reference:

#### EDUCATION CODE

220 Prohibition of discrimination

48980 Notice at beginning of term

51202 Instruction in personal and public health and safety

51210.8 Health education curriculum

51240 Excuse from instruction due to religious beliefs

51513 Materials containing questions about beliefs or practices

51930-51939 Comprehensive Sexual Health and HIV/AIDS Prevention Education Act

#### HEALTH AND SAFETY CODE

1255.7 Parents surrendering physical custody of a baby

<u>PENAL CODE</u>

243.4 Sexual battery

261.5 Unlawful sexual intercourse

271.5 Parents voluntarily surrendering custody of a baby

UNITED STATES CODE, TITLE 20

1232h Protection of student rights

7906 Sex education

#### Management Resources:

# CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade 12,

Health Framework for California Public Schools: Kindergarten through Grade 12, 2003

**WEB SITES** 

CSBA: http://www.csba.rog

American Academy of Pediatrics: http://www.aap.org

American College of Obstetricians and Gynecologists: http://www.acog.org

American Public Health Association: http://www.apha.org

California Department of Education, Sex Education and HIV/STD Instruction:

http://www.cde.ca.gov/ls/he/se

California Department of Public Health: http://www.cdph.ca.gov

California Healthy Kids Resource Center: http://www.californiahealthykids.org

California Safe Schools Coalition: http://www.casafeschools.org Centers for Disease Control and Prevention: http://www.cdc.gov National Academy of Sciences: http://www.nationalacademies.org

U.S. Department of Health and Human Services, Office of the Surgeon General:

http://www.surgeongeneral.gov

U.S. Food and Drug Administration: http://www.fda.gov

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# **Board Policy**

BP 6142.1 Instruction

Sexual Health And HIV/AIDS Prevention Instruction

The Governing Board recognizes that accurate information about family life and human sexuality may contribute to a decreased risk for sexually transmitted diseases or unintended pregnancies. The Board also recognizes that Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) pose a public health crisis and that education is a necessary component for helping to slow the spread of this disease. The Board therefore desires to provide a well-planned sequence of instruction on comprehensive sexual health and HIV/AIDS prevention.

(cf. 6142.8 - Comprehensive Health Education)

The district's curriculum shall be based on medically accurate and factual information and shall help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality. The district's program shall comply with the requirements of law and administrative regulation and shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Infectious Disease Prevention)

(cf. 5141.25 - Availability of Condoms)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

The Superintendent or designee may appoint a coordinator and an advisory committee regarding the district's comprehensive sexual health program. This advisory committee shall represent a divergence of viewpoints and may participate in planning, implementing and evaluating the district's comprehensive sexual health education program. The Board shall consider the advisory committee's recommendations when approving the district's program.

(cf. 1220 - Citizen Advisory Committees)

Parent/Guardian Notification and Excuse

At the beginning of each school year, or at the time of a student's enrollment, parents/guardians shall be notified about instruction in comprehensive sexual health

education and HIV/AIDS prevention education, as well as research on student health behaviors and risks, planned for the coming year. The notice shall advise parents/guardians: (Education Code 48980, 51938)

- 1. That written and audiovisual educational materials to be used in comprehensive sexual health and HIV/AIDS prevention education are available for inspection
- 2. That parents/guardians may request in writing that their child not receive comprehensive sexual health or HIV/AIDS prevention education
- 3. That parents/guardians have a right to request a copy of Education Code 51930-51939
- 4. Whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by district personnel or outside consultants

If the district chooses to use outside consultants or to hold an assembly with guest speakers to teach the comprehensive sexual health or HIV/AIDS prevention education, the notification shall include: (Education Code 51938)

- a. The date of the instruction
- b. The name of the organization or affiliation of each guest speaker
- c. Information stating the right of the parent/guardian to request a copy of Education Code 51933-51934

If the arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the district shall notify parents/guardians by mail or another commonly used method of notification no fewer than 14 days before the instruction is given. (Education Code 51938)

## (cf. 5145.6 - Parental Notifications)

The district may administer to students in grades 7-12 anonymous, voluntary, and confidential research and evaluation instruments, including tests and surveys, containing age-appropriate questions about their attitudes or practices relating to sex. Prior to administering such a research and evaluation instrument, parents/guardians shall be provided written notice of the administration. Parents/guardians shall be given an opportunity to review the research instrument and to request in writing that their child not participate. (Education Code 51938, 51939)

Parents/guardians shall be asked to sign and return to the school an acknowledgment that they have received the notification.

(cf. 5022 - Student and Family Privacy Rights)

Upon written request, a parent/guardian may excuse his/her child from participating in comprehensive sexual health or HIV/AIDS prevention education or from participating in questionnaires or surveys regarding health behaviors and risks. Students so excused by their parents/guardians shall be given an alternative educational activity. (Education Code 51240, 51939)

A student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive the instruction. (Education Code 51939)

#### Legal Reference:

**EDUCATION CODE** 

48980 Notice at beginning of term

51202 Instruction in personal and public health and safety

51240 Excuse from instruction due to religious beliefs

51513 Materials containing questions about beliefs or practices

51930-51939 Comprehensive Sexual Health and HIV/AIDS Prevention Education Act

HEALTH AND SAFETY CODE

1255.7 Parents surrendering physical custody of a baby

PENAL CODE

243.4 Sexual battery

261.5 Unlawful sexual intercourse

271.5 Parents voluntarily surrendering custody of a baby

UNITED STATES CODE, TITLE 20

1232h Protection of Student Rights

7906 Sex education

#### Management Resources:

**CDE PUBLICATIONS** 

Health Framework for California Public Schools, 2003

WEB SITES

California Department of Education, Sex Education and HIV/STD Instruction:

http://www.cde.ca.gov/ls/he/se/

California Department of Health Services: http://www.dhs.ca.gov

California Department of Social Services: http://www.dss.cahwnet.gov

California Healthy Kids Resource Center: http://www.californiahealthykids.org

California Safe Schools Coalition: http://www.casafeschools.org Centers for Disease Control and Prevention: http://www.cdc.gov

Policy CENTER UNIFIED SCHOOL DISTRICT adopted: March 2, 2005 Antelope, California

# **CSBA Sample**

# Administrative Regulation

Instruction AR 6142.1(a)

# SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION

Note: The following administrative regulation is optional. Education Code 51934 requires districts to provide HIV/AIDS prevention instruction to students in grades 7-12. Pursuant to Education Code 51933, districts are not required to provide comprehensive sexual health education; however, if such instruction is provided, it must contain all of the components listed in Education Code 51933.

#### Instruction and Materials

Note: The following section lists the requirements of Education Code 51933 and 51934 that are applicable to both HIV/AIDS prevention and sexual health instruction. Districts that do not offer comprehensive sexual health instruction should delete references to that program. During the Categorical Program Monitoring (CPM) process, California Department of Education (CDE) staff will check to see if the district's HIV/AIDS prevention instruction and materials comply with items #1-7 below.

The Superintendent or designee shall ensure that the district's sexual health and HIV/AIDS prevention instruction and materials are: (Education Code 51933, 51934):

1. Age appropriate

Age appropriate refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.

2. Factually and medically accurate and objective

Medically accurate means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists.

3. Available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner, as otherwise provided in the Education Code

(cf. 6174 - Education for English Language Learners)

4. Appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds, and students with disabilities

(cf. 1312.3 - Uniform Complaint Procedures)

- 5. Accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials, and instruction in alternative formats and auxiliary aids
- 6. Not teaching or promoting religious doctrine
- 7. Not reflecting bias or promoting prejudice against students in protected categories of discrimination pursuant to Education Code 220

(cf. 5145. 3 - Nondiscrimination/Harassment)

Note: Education Code 51931 defines "HIV/AIDS prevention instruction" as instruction on the nature of HIV/AIDS, methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV/AIDS. Education Code 51931 defines "comprehensive sexual health instruction" as education regarding human development and sexuality, including education on pregnancy, family planning, and sexually transmitted diseases. Education Code 51932 specifies that, when human reproductive organs are described in a separate instructional context, such as an illustration in a physiology textbook, this instruction shall not be considered comprehensive sexual health instruction or HIV/AIDS prevention instruction. Similarly, when gender, sexual orientation, and family life are addressed in a separate instructional context, such as social studies, which does not also discuss human reproductive organs and their function, this instruction shall not be considered comprehensive sexual health instruction or HIV/AIDS prevention instruction. Education Code 51930-51939 requirements pertaining to instructional content, teacher training, and parental notification and consent do not apply to instruction that is not sexual health instruction or HIV/AIDS prevention instruction instruction as defined.

Other district courses that may include subject matter related to that which is presented in either HIV/AIDS prevention or comprehensive sexual health instruction, shall not be subject to the requirements of Education Code 51930-51939 pertaining to instructional content, teacher training, and parental notification and consent, if such courses contain: (Education Code 51932)

1. Solely a description or illustration of human reproductive organs that may appear in a textbook adopted pursuant to law on physiology, biology, zoology, general science, personal hygiene, or health

(cf. 6142.8 - Comprehensive Health Education) (cf. 6142.93 - Science Instruction)

2. Instruction or materials that discuss gender, sexual orientation, or family life and do not discuss human reproductive organs and their function

(cf. 6143 - Courses of Study)

## Additional Requirements for HIV/AIDS Prevention Instruction

HIV/AIDS prevention instruction shall be offered at least once in junior high or middle school and once in high school. (Education Code 51934)

Note: Education Code 51934 requires districts to provide HIV/AIDS prevention instruction to students in grades 7-12. In addition to items #1-7 listed in the section entitled "Instruction and Materials" above, during the CPM process, CDE staff will check to ensure that the district's instruction includes all of the components listed in items #1-7 below.

Instruction shall accurately reflect the latest information and recommendations from the United States Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences. The district's curriculum shall satisfy the criteria listed in items #1-7 in the section entitled "Instruction and Materials" above and shall also include: (Education Code 51931, 51934)

- 1. Information on the nature of HIV/AIDS and its effects on the human body
- 2. Information on the manner in which HIV is and is not transmitted, including information on activities that present the highest risk of HIV infection
- 3. Discussion of methods to reduce the risk of HIV infection, including:
  - a. Emphasis that sexual abstinence, monogamy, the avoidance of multiple sexual partners, and abstinence from intravenous drug use are the most effective means for HIV/AIDS prevention
  - b. Statistics based upon the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing sexually transmitted HIV infection
  - c. Information on other methods that may reduce the risk of HIV transmission from intravenous drug use
- 4. Discussion of the public health issues associated with HIV/AIDS
- 5. Information on local resources for HIV testing and medical care
- 6. Development of refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities
- 7. Discussion about societal views on HIV/AIDS, including stereotypes and myths

regarding persons with HIV/AIDS and emphasizing compassion for persons living with HIV/AIDS

## Additional Requirements for Sexual Health Instruction

Note: Education Code 51933 specifies that, if a district elects to provide sexual health instruction, the instruction must comply with all of the criteria specified below as well as items #1-7 in the section entitled "Instruction and Materials" above. The following optional section is for use by districts that provide sexual health instruction and should be deleted by districts that do not offer such curriculum.

The district's sexual health education curriculum shall satisfy the criteria listed in items #1-7 in the section entitled "Instruction and Materials" above as well as the following criteria: (Education Code 51931, 51933)

- 1. Instruction and materials shall encourage a student to communicate with his/her parents/guardians about human sexuality.
- 2. Instruction and materials shall teach respect for marriage and committed relationships.

Note: Pursuant to Education Code 51933, a district's sexual health education program for students in grades 7-12 must also include the criteria listed in items #3-7 below. At their discretion, districts offering sexual health instruction for students in grades 1-6 may also offer medically accurate and age-appropriate instruction on any of the general topics listed in items #3-7 below.

- 3. Beginning in grade 7, instruction and materials shall teach that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy, teach that abstinence from sexual activity is the only certain way to prevent sexually transmitted diseases, and provide information about the value of abstinence while also providing medically accurate information on other methods of preventing pregnancy and sexually transmitted diseases.
- 4. Beginning in grade 7, instruction and materials shall provide information about sexually transmitted diseases. This instruction shall include how sexually transmitted diseases are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local resources for testing and medical care for sexually transmitted diseases.
- 5. Beginning in grade 7, instruction and materials shall provide information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception.

6. Beginning in grade 7, instruction and materials shall provide students with skills for making and implementing responsible decisions about sexual conduct.

(cf. 5146 - Married/Pregnant/Parenting Students)

7. Beginning in grade 7, instruction and materials shall provide students with information on the law concerning surrendering physical custody of a minor child 72 hours or younger, pursuant to Health and Safety Code 1255.7 and Penal Code 271.5.

(cf. 6143 - Courses of Study)

#### **Professional Development**

The district's instruction shall be provided by instructors trained in the appropriate courses who are knowledgeable of the most recent medically accurate research on human sexuality, pregnancy, and sexually transmitted diseases. (Education Code 51932, 51933, 51934)

Note: During the CPM process, CDE staff will check to ensure that the district has provided professional development in accordance with the requirements of Education Code 51935 as specified below.

The Superintendent or designee shall cooperatively plan and conduct in-service training for all district personnel who provide HIV/AIDS prevention education, through regional planning, joint powers agreements, or contract services. (Education Code 51935)

(cf. 4131 - Staff Development)

In developing and providing in-service training, the Superintendent or designee shall cooperate and collaborate with the teachers who provide HIV/AIDS prevention education and with the California Department of Education (CDE). (Education Code 51935)

The district shall periodically conduct in-service training to enable district personnel to learn new developments in the scientific understanding of HIV/AIDS. In-service training shall be voluntary for district personnel who have demonstrated expertise or received in-service training from the CDE or federal Centers for Disease Control and Prevention. (Education Code 51935)

Note: The following optional paragraph is for use by districts that choose to offer in-service training for instructors of sexual health education.

The Superintendent or designee may expand HIV/AIDS in-service training to cover the topic of comprehensive sexual health education for district personnel teaching sexual health education to learn new developments in the scientific understanding of sexual health. (Education Code 51935)

## Use of Consultants or Guest Speakers

Note: Pursuant to Education Code 51933 and 51934, the district's HIV/AIDS prevention or sexual health instruction may be taught by outside consultants or delivered by guest speakers at an assembly and any such instruction must comply with the same requirements as instruction provided by the district and in accordance with Education Code 51930-51939.

If the district elects to use guest speakers, parents/guardians must be provided additional notice about the speaker and his/her organization; see item #4 in the section below entitled "Parent/Guardian Notification."

The Superintendent or designee may contract with outside consultants with expertise in comprehensive sexual health or HIV/AIDS prevention education, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver the instruction or to provide training for district personnel. The Superintendent or designee shall ensure that any instruction provided by an outside speaker or consultant complies with Board policy, administrative regulation, and Education Code 51930-51939. (Education Code 51933, 51934, 51936)

(cf. 6145.8 - Assemblies and Special Events)

#### Parent/Guardian Notification

Note: Education Code 51938 requires the district to provide parents/guardians the following notification. During the CPM review, the CDE will check to ensure that the notification was provided and contains the information required by Education Code 51938, as listed in items #1-4 below. A sample notification letter is available on the CDE's web site. Districts that do not offer curriculum in sexual health education should delete references to that program.

At the beginning of each school year, or at the time of a student's enrollment, parents/guardians shall be notified about instruction in comprehensive sexual health education and HIV/AIDS prevention education, as well as research on student health behaviors and risks, planned for the coming year. The notice shall advise parents/guardians: (Education Code 48980, 51938)

- 1. That written and audiovisual educational materials to be used in comprehensive sexual health and HIV/AIDS prevention education are available for inspection
- 2. That parents/guardians may request in writing that their child not receive comprehensive sexual health or HIV/AIDS prevention education
- 3. That parents/guardians have a right to request a copy of Education Code 51930-51939
- 4. Whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by district personnel or outside consultants

If the district chooses to use outside consultants or to hold an assembly with guest speakers to teach the comprehensive sexual health or HIV/AIDS prevention education, the notification shall include: (Education Code 51938)

- a. The date of the instruction
- b. The name of the organization or affiliation of each guest speaker
- c. Information stating the right of the parent/guardian to request a copy of Education Code 51933-51934

If the arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the district shall notify parents/guardians by mail or another commonly used method of notification no fewer than 14 days before the instruction is given. (Education Code 51938)

(cf. 5145.6 - Parental Notifications)

Note: The following paragraph is optional and should be modified to reflect district practice. For information regarding parent/guardian consent for the instruction, see the section entitled "Parent/Guardian Consent" in the accompanying Board policy.

Parents/guardians shall be asked to sign and return to the school an acknowledgment that they have received the notification. If a parent/guardian wishes to excuse his/her child from instruction, he/she must provide a separate written request, as specified in Board policy.

# **Administrative Regulation**

AR 6142.1 Instruction

Sexual Health And HIV/AIDS Prevention Instruction

#### **HIV/AIDS Prevention Instruction**

HIV/AIDS prevention instruction shall be offered at least once in junior high or middle school and once in high school by instructors trained in the appropriate courses. Instruction shall accurately reflect the latest information and recommendations from the United States Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences and shall include: (Education Code 51934)

- 1. Information on the nature of HIV/AIDS and its effects on the human body.
- 2. Information on the manner in which HIV is and is not transmitted, including information on activities that present the highest risk of HIV infection.
- 3. Discussion of methods to reduce the risk of HIV infection, including:
- a. Emphasis that sexual abstinence, monogamy, the avoidance of multiple sexual partners and abstinence from intravenous drug use are the most effective means for HIV/AIDS prevention.
- b. Statistics based upon the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing sexually transmitted HIV infection.
- c. Information on other methods that may reduce the risk of HIV transmission from intravenous drug use.
- 4. Discussion of the public health issues associated with HIV/AIDS.
- 5. Information on local resources for HIV testing and medical care.
- 6. Development of refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities.
- 7. Discussion about societal views on HIV/AIDS, including stereotypes and myths regarding persons with HIV/AIDS. This instruction shall emphasize compassion for persons living with HIV/AIDS.

## In-Service Training and Use of Consultants

The Superintendent or designee shall cooperatively plan and conduct in-service training for all district personnel who provide HIV/AIDS prevention education, through regional planning, joint powers agreements or contract services. (Education Code 51935)

In developing and providing in-service training, the Superintendent or designee shall cooperate and collaborate with the teachers who provide HIV/AIDS prevention education and with the California Department of Education. (Education Code 51935)

The district shall periodically conduct in-service training to enable district personnel to learn new developments in the scientific understanding of HIV/AIDS. In-service training shall be voluntary for district personnel who have demonstrated expertise or received inservice training from the California Department of Education or federal Centers for Disease Control and Prevention. (Education Code 51935)

Regulation CENTER UNIFIED SCHOOL DISTRICT approved: March 3, 2004 Antelope, California

# Center Unified School District

	AGENDA REQUEST FOR:				
Dept./Site:	Superintendent's Office	Action ItemX			
То:	Board of Trustees	Information Item			
Date:	November 5, 2008	# Attached Pages			
From:	Dr. Kevin J. Jolly, Superintendent				
Principal/Administrator Initials:					

SUBJECT: First Reading: Board Bylaw 9330

It was requested at the October 15, 2008 meeting to bring this policy forward for possible revision.

RECOMMENDATION: CUSD Board of Trustees approve the first reading of Board Bylaw 9330.

AGENDA ITEM: XVI-B

# **Board Bylaw**

BB 9330 Board Bylaws

Membership in Association

Membership in School Board Associations

In general, it shall be the intention of the Governing Board to affiliate with county, state and national school boards' associations and with the Association of California School Districts.

The Board shall annually determine with which of the associations it shall affiliate.

Legal Reference: Education Code 35172 Promotional activities 35173 Expenses

Bylaw adopted CENTER UNIFIED SCHOOL DISTRICT by the Board: April 16, 1986 Antelope, California

# Center Unified School District

		AGENDA REQUEST FOR:				
Dept./Site:	Superintendent's Office	Action ItemX				
То:	Board of Trustees	Information Item				
Date:	November 5, 2008	# Attached Pages				
From:	Dr. Kevin J. Jolly, Superintendent					
Principal/Administrator Initials:						

SUBJECT: Appointment of Members of the Citizens' Oversight Committee to Oversee Bond Proceeds, Expenditures and Audits

This item would allow the Board to approve additional members to the Oversight Committee.

Dolores Serna Sundi Lyons

RECOMMENDATION: The Center Unified School District Board of Trustees approve the Appointment of Additional Members to the Citizens' Oversight Committee to Oversee Bond Proceeds, Expenditures and Audits.

AGENDA ITEM: XVI-C

# **Measure "N" Citizens' Oversight Committee Application Positions**

	Active in a business organization representing the business community	Active in a senior citizens' organization	Active member of a bona fide taxpayer organization	Parent or guardian of a Center Unified Schoool District ("District") student	Parent or guardian active in the Center Unified PTA/PTSA or school site council	S 5	Approved by Board
Howard Ballin			X			X	Ø
Christine Rebello				X	X	x	
Cecilia Casagrande				x		x	Ø
Chris Casagrande	:			x		X	$\square$
Kathleen Beck				Х	х	x	$\square$
Sundi Lyons	x	·		X	X	X	
Dolores Serna		х				X	