

# CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.k12.ca.us

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

## BOARD OF TRUSTEES REGULAR MEETING

• Global Youth Charter School - Multipurpose Room  
3243 Center Court Lane, Antelope, CA 95843

**Wednesday, November 18, 2009 - 6:00 p.m.**

### STATUS

- I. CALL TO ORDER & ROLL CALL - 5:30 p.m.
- II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION
  - 1. Student Expulsions/Readmissions (G.C. §54962)
  - 2. Conference with Labor Negotiator, George Tigner, Re: CSEA and CUTA (G.C. §54957.6)
- III. PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION
- IV. CLOSED SESSION - 5:30 p.m.
- V. OPEN SESSION - CALL TO ORDER - 6:00 p.m.
- VI. FLAG SALUTE
- VII. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION Info/Action
- VIII. ADOPTION OF AGENDA Action
- IX. STUDENT / STAFF RECOGNITIONS (5 minutes each) Info
  - 1. Global Youth Charter School Staff Recognitions - Addie Ellis
- X. ORGANIZATION REPORTS (3 minutes each) Info
  - 1. CUTA - Douglas Higgins, President
  - 2. CSEA - Marie Huggins, President

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

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

Curriculum	<b>XI. REPORTS/PRESENTATIONS</b> (8 minutes each)	Info
	1. <b>Classified and Certificated Retirement Options</b> - George Tigner	
	<b>XII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA</b>	Public Comments Invited
	<i>Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board <u>may not</u> discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 5495.2. A speaker shall be limited to 3 minutes (Board Policy 9323). All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.</i>	
	<b>XIII. BOARD / SUPERINTENDENT REPORTS</b> (10 minutes)	Info
	<b>XIV. CONSENT AGENDA</b> (5 minutes)	Action
	<i>NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.</i>	
Governance	1. Approve Adoption of Minutes from November 4, 2009 Regular Meeting	
Personnel	2. Approve Certificated Personnel Transactions	
↓	3. Approve Classified Personnel Transactions	
Curriculum	4. Ratify Northern California Girls Golf Championships, San Jose CA - CHS	
↓	5. Approve 6 <sup>th</sup> Grade Science Camp, Alliance Redwoods Education Center - Riles	
↓	6. Approve 2009/2010 Individual Service Agreements:	
	2009/10-121 Sierra School	
	2009/10-122, 174, 176, 178 Rancho Learning Center	
	2009/10-123 Speech & Language Therapy	
	2009/10-95* Summitview	
	2009/10-124-172 STEPS Therapy	
	2009/10-173 Aldar Academy	
	2009/10-175, 180 Med Trans	
	2009/10-177 Jabbergym	
	2009/10-179 Guiding Hands	
↓	7. Approve Workshop: "High Quality First Instruction" - Riles	
↓	8. Approve 2009/2010 Single Plan for Student Achievement - Dudley	
↓	9. Approve 2009/2010 Single Plan for Student Achievement - North Country	
↓	10. Approve 2009/2010 Single Plan for Student Achievement - Spinelli	
Facilities & Op.	11. Approve 2009/2010 Safe School and Emergency Preparedness Plan - North Country	
Business	12. Approve Payroll Orders: July 2009 - October 2009	
↓	13. Approve Supplemental Agenda (Vendor Warrants)	
	<b>XV. INFORMATION ITEMS</b>	Info
Facilities & Op.	1. Facilities & Security Update	
	<b>XVI. BUSINESS ITEMS</b> (5 minutes each)	
Governance	<b>A. <u>Schedule Annual Organizational Meeting of the Board</u></b>	Action
	Education Code §35143 requires governing boards to set an annual organizational meeting "within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar." (Board members are seated the <i>first Friday</i> of December following the November election [Education Code §5017]) That 15-day period for 2009 is December 4-18.	



# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Global Youth Charter School

**Date:** November 06, 2009

**To:** Board of Trustees

**From:** Global Youth Charter School

**Principal's Initials:** ALE

**Action Item** \_\_\_\_

**Information Item** X

**# Attached Pages** \_\_\_\_

**SUBJECT:** Staff recognition

Collectively recognizing staff for implementing afterschool tutoring program and continuing to prepare our students for success at ARC



AGENDA ITEM # X1-1

# *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Personnel Department

**Date:** November 18, 2009

**To:** Board of Trustees

**From:** George Tigner, Chief Administrative Officer

**Action Item** \_\_\_\_\_

**Information Item**   X  

**# Attached Pages** \_\_\_\_\_

**SUBJECT:**

**CERTIFICATED AND CLASSIFIED  
RETIREMENT OPTIONS**

George Tigner, Chief Administrative Officer, will present possible retirement options for certificated and classified employees.

**RECOMMENDATION:**

AGENDA ITEM # X1-1

With Board of Trustees' consent, the District plans to offer the following retirement options to certificated and classified employees:

### **CERTIFICATED RETIREMENT PLAN**

Minimum age for participation:	<b>55</b>	(as of June 30, 2010)
Number of years District service:	<b>15</b>	(as of June 30, 2010)
Amount of retirement bonus:	<b>\$12,000</b>	
Health plan offer:	<b>5 years or age 65</b>	<b>(per contract)</b>
Deadline for letter of intent:	<b>January 29, 2010</b>	
Number of eligible employees	<b>49</b>	

### **CLASSIFIED RETIREMENT PLAN**

Minimum age for participation:	<b>55</b>	(as of June 30, 2010)
Number of years District service:	<b>15</b>	(as of June 30, 2010)
Amount of retirement bonus:	<b>\$4,000</b>	
Health plan offer:	<b>5 years or age 65</b>	<b>(per contract)</b>
Deadline for letter of intent:	<b>January 29, 2010</b>	
Number of eligible employees:	<b>29</b>	

# *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

Dept./Site: Superintendent's Office

Action Item     X    

To: Board of Trustees

Information Item           

Date: November 18, 2009

#Attached Pages           

From: Scott A. Loehr, Superintendent

Principal's Initials:           

**SUBJECT: Adoption of Minutes**

**The minutes from the following meeting are being presented:**

November 4, 2009 Regular Meeting

**RECOMMENDATION: CJUSD Board of Trustees approve presented minutes.**

**CONSENT AGENDA**

# CENTER JOINT UNIFIED SCHOOL DISTRICT

## BOARD OF TRUSTEES REGULAR MEETING

Global Youth Charter School - Multipurpose Room  
3243 Center Court Lane, Antelope, CA 95843

Wednesday, November 4, 2009

### MINUTES

**CALL TO ORDER** - President Wilson called the meeting to order at 5:30 p.m.

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

Administrators Present: Scott Loehr, Superintendent  
George Tigner, Chief Administrative Officer  
Craig Deason, Assist. Supt., Operations & Facilities  
Jeanne Bess, Director of Fiscal Services

### ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION

1. Student Expulsions/Readmissions (G.C. §54962)
2. Conference with Labor Negotiator, George Tigner, Re: CSEA and CUTA (G.C. §54957.6)
3. Public Employee Performance Evaluation (Certificated) Superintendent (G.C. §54957)

**PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION** - none

**CLOSED SESSION** - 5:30 p.m.

**OPEN SESSION - CALL TO ORDER** – 6:03 p.m.

**FLAG SALUTE** - led by Doug Higgins

### ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

President Wilson announced that there was no action taken in Closed Session. The following items had action taken during Open Session:

1. Student Expulsions/Readmissions (G.C. §54962)  
**Student Expulsion #09-10.07** – Recommendation approved.

<b>Motion:</b>	Anderson	<b>Ayes:</b>	Anderson, Blenner, Friedman, Williams,
<b>Second:</b>	Blenner		Wilson

**Student Expulsion #09-10.15** – Recommendation approved.

<b>Motion:</b>	Blenner	<b>Ayes:</b>	Anderson, Blenner, Friedman, Williams,
<b>Second:</b>	Williams		Wilson

**Student Expulsion #09-10.16** – Recommendation approved.

<b>Motion:</b>	Williams	<b>Ayes:</b>	Anderson, Blenner, Friedman, Williams,
<b>Second:</b>	Blenner		Wilson

**ADOPTION OF AGENDA** - approved adoption of agenda as stated.

<b>Motion:</b>	Friedman	<b>Vote:</b>	General Consent
<b>Second:</b>	Blenner		

### **STUDENT BOARD REPRESENTATIVE REPORTS**

**1. Center High School - Christine Sung**

- Girls Varsity Volleyball team is undefeated; Center will be hosting playoff games next week. Tonight is Senior recognition night at the volleyball game.
- Boys soccer team played their first game in the new Gerety Stadium last night; the season has now ended.
- the last football game will be Friday, November 13.
- there was a blood drive today, and they received less blood than the prior drive.
- CAHSEE make-ups took place this week.
- CHS is focusing on giving back to the community with a number of "Drives": Operation Santa, Dear Santa Pageant, Operation Cratchet, Reshoe Exports, and the Annual Canned Food Drive.

**2. McClellan High School - Deanna Gonzales**

- in November & December their site held assemblies, produced two school newspapers and held testing.
- they are continuing the recycling program on campus; the money goes toward funding activities, such as Junior and Senior Breakfast and assemblies.
- the first trimester ends this Friday; students will receive their new schedules on Monday.

**3. Antelope View Charter School - Chad Friedrichs**

- almost all 11<sup>th</sup> graders have taken the CAHSEE test this week.
- CELDT testing is complete.
- they are creating their first yearbook this year; teachers are campaigning and encouraging students to buy a yearbook.
- they have joined Global's breakfast and lunch program.
- AVCS is still allowing students to attend community college courses and ROP programs.
- since Ms. Cunliffe left the school, they have a long term substitute; they would like an art teacher that could also teach Spanish.
- Mr. Stack and Mr. DeArcos have been attending a Charter School Governance Academy since July to align Charter School law, our charter, Board Policies and other Independent Studies.
- Ms. Van Buren is working with Placer County on a grant for teaching US History.
- AVCS has been awarded a \$290 grant from the Retired Teacher's Association to upgrade software in the Technology Department.

**4. Global Youth Charter School - Prentice Wysingle**

- the boys soccer team is going to the playoffs (7-4-1)
- boys and girls basketball tryouts begin next week.
- they have implemented their first spirit squad.
- the dance had a great turnout last week.
- the Junior class is planning a Winter rally and assembly on the 18th.
- the Senior class is planning to make a Senior video.
- the Senior class will be taking a trip down to Pier 39 in San Francisco.
- there was a good turnout at the tour of the San Francisco Academy of Arts.
- they hired a new science teacher, Mr. Hanson; Mr. Hanson's first period class has a field trip scheduled on December 4th.

### **STUDENT BOARD REPRESENTATIVE REPORTS**

- there will be an academic rally tomorrow; 43% of their students have a 3.0 or higher.
- the Tutoring Program has started; students from both Center High and Antelope View have attended.
- artwork from the Freshman class is on display in the multipurpose room.
- their site is in the process of making a Facebook page.

### **REPORTS/PRESENTATIONS**

1. **Feeder Programs** – Nancy Anderson, Trustee, noted that we should somehow recognize the feeder programs for our schools. She also suggested that we recognize the working relationships with these organizations and give them priority. Trustee Williams suggested that the district take a look at who we have as feeder programs. Scott Loehr asked if he could review the past records with Craig, George and Carol. We would then pass the info on the to sites. Trustee Wilson noted that AHS is catching kids through all of the youth sporting organizations. He also noted that we need to support our programs; we need to support the programs that are going to draw them here.

It was recommended that we work on the outreach and filter fliers that go to the school sites.

2. **Budget Committee Meeting Report** - Jeanne Bess, Director of Fiscal Services, gave the Board an updated spreadsheet of recommended items from the Budget Committee. She briefly explained the items listed in bold from the committee and noted that the recommendations will come formally to the next Board Meeting for possible Board approval. Trustee Blenner recommended that the Budget Committee hold a meeting on a separate night for discussion prior to coming to the Board for approval. Trustee Anderson agreed, asking that we invite parents, business people, etc. Mr. Loehr asked that we move forward with this first part.

Mr. Wilson asked that the committee look at the items that will have to be paid back (ie. routine maintenance).

### **COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA**

Ron Elder, from the transportation department, asked why the workman's compensation hasn't helped one of our bus drivers who was injured in 2008. She is requiring surgery and is waiting for workman's compensation to pay. He believes that it is a battle between our workman's comp. and the county's workman's comp.

### **BOARD/SUPERINTENDENT REPORTS**

#### **Mr. Friedman**

- suggested that the best way to get the word out about the district is to speak at the local chamber of commerce and other groups.
- noted that in two weeks he will be attending a banquet at SCOE showcasing a career education program; he will be attending with a couple other area trustees.
- noted that they are looking to host the "Make it Happen" fundraiser for the endowment; any interested individuals can contact him.

#### **Mrs. Williams**

- inquired on the transportation issues for next year.
- stated that she would like to be kept updated on enrollment issues and on the grading updates at the sites.
- noted that she would like to see drug classes, gang classes provided from Twin Rivers Police Services.

## **BOARD/SUPERINTENDENT REPORTS (continued)**

### **Mrs. Anderson**

- mentioned that transportation is provided for students who live across the street from CHS; would like the district to look into paying a crossing guard instead of providing transportation.
- said she would like an update on the amount of illnesses at the sites.

### **Mr. Blenner**

- thanked his student for coming tonight.
- noted that on October 28 he visited Spinelli Elementary; he especially enjoyed the special education department.

### **Mr. Loehr**

- toured Oak Hill with Mr. Grimes two days ago.
- will be touring Riles MS with Mr. Friedman on Friday.
- noted that he has been working on the budget solution; he appreciates all of the work by the committee.
- reminded the Board that November 16 is the Lands Commission meeting; all of the Board can attend. This would be our time to voice our concerns.

### **Mr. Wilson**

- noted that he went on a field trip to the pumpkin patch with Oak Hill.

## **CONSENT AGENDA**

1. Approve Adoption of Minutes from October 21, 2009 Regular Meeting
2. *This item was pulled for separate consideration.*
3. Approve Classified Personnel Transactions
4. Approve Professional Service Agreement: Jorgensen's Sport Service

**Motion:** Friedman

**Second:** Blenner

**Vote:** General Consent

## **CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION**

2. Approve Resolution #9/2009-10: Authorizing Payment to Board Member For Missed Meeting

**Motion:** Friedman

**Second:** Blenner

**Ayes:** Anderson, Blenner, Friedman, Williams

**Abstain:** Wilson

## **BUSINESS ITEMS**

### **A. APPROVED - Second Reading: Board Policies/Regulations/Exhibits**

BP 3110, AR 3110, AR 3440, BP/AR 3515.4, BP 4119.21/4219.21/4319.21, BP/AR 4154/4254/4354, BP 5021, BP/AR 5121, BP 5131.5, BP/AR 5131.62, BP/AR 5141.52, BP 5145.9, BP 6011, BP 6116, AR 6116, BP 6120, BP 6141.6, BP 6142.94

**Motion:** Friedman

**Second:** Williams

**Ayes:** General Consent

**Abstained:** Wilson

**B. TABLED - First Reading: Board Policies/Regulations/Exhibits (Significant Changes)**

There was a motion to table BP 3510.

**Motion:** Anderson  
**Second:** Williams

**Vote:** General Consent

**C. APPROVED - First Reading: Board Bylaw 7310 - Naming of Facility**

There was a motion to bring this item to the floor.

**Motion:** Williams  
**Second:** Blenner

There was a motion to accept this policy with a change of the word "shall" to "may" in the paragraph following item 3.

**Motion:** Friedman  
**Second:** Blenner

**Vote:** General Consent

**ADVANCE PLANNING**

**a. *Future Meeting Dates:***

- i. Regular Meeting: Wednesday, November 18, 2009 @ 6:00 p.m. - Global Youth Charter  
School – Multi Purpose Room*

**b. *Suggested Agenda Items:***

**ADJOURNMENT – 7:32 p.m.**

**Motion:** Friedman  
**Second:** Blenner

**Vote:** General Consent

Respectfully submitted,

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Scott A. Loehr, Superintendent  
Secretary to the Board of Trustees

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Libby A. Williams, Clerk  
Board of Trustees

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Adoption Date



AGENDA ITEM # **XIV-2**

# ***Center Joint Unified School District***

**AGENDA REQUEST FOR:**

**Dept./Site:** Personnel Department

**Action Item** **X**

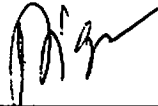
**Date:** November 18, 2009

**Information Item**

**To:** Board of Trustees

**# Attached Pages** **1**

**From:** George Tigner, Chief Administrative Officer



**Subject: Certificated Personnel Transaction**

**New Hire**

Douglas Hanson, Global Youth Charter School

**Recommendation:** Approve Certificated Personnel Transaction as Submitted

**CONSENT AGENDA**

**XIV-2**

**New Hire**

Douglas Hanson has been hired as a Science Teacher at Global Youth Charter School, effective October 23, 2009.

AGENDA ITEM # XIV-3

## Center Joint Unified School District

### AGENDA REQUEST FOR:

Dept./Site: **Personnel Department**

Date: **November 18, 2009**

Action Item   X  

To: **Board of Trustees**

Information Item       

From: **George Tigner,**  
Chief Administrative Officer

# Attached Pages   1  

**SUBJECT: CLASSIFIED PERSONNEL TRANSACTIONS**

**PROMOTED: Theresa Smith, Temporary Cafeteria Manager**

**NEW HIRE: Lidija Marinkovic, Instructional Specialist PH/Autism  
& Noon Duty Aide.**

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

**CONSENT AGENDA**

AGENDA ITEM # XIV-3

Theresa Smith has been promoted to the temporary Cafeteria Manager position at Spinelli Elementary School effective November 10, 2009.

Lidija Marinkovic has been hired as an Instructional Specialist PH/Autism & Noon Duty Aide at North Country Elementary School effective November 2, 2009.

# Center Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Center High School

**Date:**

**Action Item**            **X**

**To:** CUSD Board of Trustees

**Information Item**              

**From:** Michael Jordan

**# Attached Pages** 6

**Principal's Initials** MDJ

**SUBJECT:**

## NORTHERN CALIFORNIA GIRLS GOLF CHAMPIONSHIPS

Gary Habedanck, Girls golf coach, is requesting approval to take Sagee Palavivatana to the Nor Cal Girls Golf Championships being held in San Jose at the Almaden Country Club on Nov 8<sup>th</sup> and Nov 9<sup>th</sup>. Mr. Habedanck and Sagee are leaving on Sunday (10:00am), walking the course at 4:00pm and attending a mandatory meeting at 5:00 pm. The tournament starts at 8:00am Monday, Nov 9<sup>th</sup>.

Hotel arrangements are pending. Sagee's parents will be accompanying Sagee.

Gary Habedanck's cell number is (916) 616-4417

**RECOMMENDATION:** Approve attendance to Northern California Girls Golf Championship

**CONSENT AGENDA**

XIV-4



**2009 NCGA/CIF  
NORTHERN CALIFORNIA  
HIGH SCHOOL GIRLS GOLF CHAMPIONSHIPS  
PRESENTED BY FARMERS**

**MONDAY, NOVEMBER 9, 2009**

**ALMADEN GOLF AND COUNTRY CLUB  
SAN JOSE, CA**



**♦ ♦ ♦ ♦ ♦ NOTICE TO CONTESTANTS ♦ ♦ ♦ ♦ ♦**

Congratulations on qualifying to participate in the 10<sup>th</sup> NCGA/CIF Girls Golf Championship. We look forward to meeting you and hope that you will have an enjoyable day.

We are most grateful to Almaden Golf and Country Club for making its fine course available for this event and, as guests, please be reminded that we are all obligated to follow the standards which have been established for members and guests of the club.

Thank you in advance for your cooperation and, once again, welcome to the tournament. Everyone is anticipating outstanding competition among Northern California's finest high school players.

NCGA/CIF Co-Chairpersons:

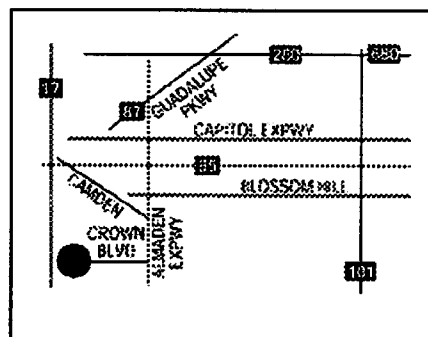
Lynne Gangi, NCGA Committee Chairman  
Peter Saco, CIF Committee Chairman

♦ ♦ ♦ ♦ ♦

Following, for your information, are items pertaining to the administration of the tournament:

**I. LOCATION & DIRECTIONS**

Almaden Golf and Country Club  
6663 Hampton Dr  
San Jose, CA 95120  
408-268-3959  
[www.almadengcc.com](http://www.almadengcc.com)



**II. PARKING**

Parking will be available for all contestants and coaches in the main parking lot.

**III. REGISTRATION**

All coaches/school officials that do not attend the Sunday evening Coaches Meeting must check-in and register with a CIF commissioner at the table in front of the pro shop prior to the assigned pairing times of your team or individual(s) player. The NCGA official starters will hand out all the necessary materials (local rules, hole location sheets, scorecards etc.) to the players at the 1<sup>st</sup> and 10<sup>th</sup> tees when it is the player's turn to play.

**Each player must be accompanied by a coach or designated school representative when registering at the tournament site.**

#### **IV. STARTING TIMES/PAIRINGS/COACHES MEETING**

32 groups of 3 will play from the 1<sup>st</sup> and 10<sup>th</sup> tees using consecutive times beginning at 8:00 AM.

**NOTE:** It is the player's responsibility to be at the assigned tee in time. Players will **NOT** be paged. The "Note" in Rule 6-3 is adopted. All players **MUST** be at the assigned teeing ground ready to play when the **first player in their group is announced for starting**. Late players are penalized two strokes if they are not at their assigned teeing ground ready to play within five minutes of their assigned tee time. **After five minutes, players are disqualified.**

Pairings will be available on the NCGA web page ([www.ncga.org](http://www.ncga.org)) and the CIF web page ([www.cifstate.org](http://www.cifstate.org)) Friday, November 6<sup>th</sup>. Pairings will also be distributed at the coaches meeting on Sunday afternoon and posted in the pro shop.

**COACHES MEETING:** There will be an optional coaches meeting in the Charter Room at Almaden Golf and Country Club beginning at 5:00 PM on Sunday afternoon November 8<sup>th</sup>. Even though the meeting is optional it is highly recommended to be in attendance. The NCGA will review the local rules, the conditions of the competition and hand out pairing sheets.

**WALK THE COURSE:** Prior to the coaches meeting the players may walk the course beginning at 4:00 PM under supervision (a coach or school official must accompany all players). Players and coaches must remain on cart paths at all times. The Driving Range will be closed to all participants on Sunday. Players may use the practice putting green by the clubhouse after 4:00 PM.

**NOTE:** Players may not have in their possession, golf balls or clubs of any kind during the walk around. A coach or school official must accompany all players. Players and coaches must walk the course in sequence starting with Hole #1.

**Inclement Weather:** It is the intent to play these Championships whether rain or shine.

#### **V. CLUBHOUSE**

Contestants are requested to come dressed "ready to play." See item VII for proper dress code. The Women's Locker room will be available in the Clubhouse.

#### **VI. FOOD**

**Breakfast** – A limited menu no-host including breakfast burritos, coffee and juice will be available in the clubhouse.

**Lunch** – Immediately following play, lunch will be hosted by the NCGA. This is for all players, one coach per team/individual, and NCGA Tournament Officials. Awards will be presented at that time. Parents and spectators will be able to purchase lunch at the course.

## **VII. DRESS FOR PLAYERS/COACHES AND SPECTATORS**

**Women:** Collared shirts, pants, skirts, skorts or shorts no shorter than mid-thigh are permitted. No blue jeans (including any color designer jeans), jean shorts, T-shirts and tank tops.

**Men:** Collared golf shirts which includes a mock turtle are required. Shorts may be worn and must be no shorter than mid-thigh. Blue jeans (including any color designer jeans), jean shorts, T-shirts and tank tops are prohibited.

**IMPORTANT!!**      **Shirts must be tucked in and hat bills are to be worn forward.**  
**Spectators are expected to adhere to the dress code.**

### **FOOTWEAR**

Shoes with traditionally designed spikes (regardless of composition, i.e., ceramic) or spikes, regardless of design, comprised either entirely or partially of metal (when such metal comes in contact with the surface of the putting green) are prohibited. Penalty for breach of this condition: **DISQUALIFICATION**

**Note:** Please bring rain gear in case of inclement weather.

## **VIII. DRIVING RANGE**

The driving range will NOT be available on Sunday.

The driving range will be available on Monday beginning at 7:00 AM. The teams and individuals will use the range based on the pairing order. Therefore the early times have first priority. The range will be coordinated by the Section Commissioners.

## **IX. PRACTICE ROUNDS**

**There will be NO practice rounds.** No player or coach, except for individuals who are members of Almaden Golf and Country Club or teams that have assigned matches during the regular season at Almaden Golf and Country Club will be permitted to practice, play, walk or be on the tournament site from **October 1st** until the date of the tournament. This includes guests of members who might be playing in the championship. **Penalty for breach of this rule shall be disqualification.**

It will be permissible for players and coaches to walk the course beginning at 4:00 PM on Sunday November 8<sup>th</sup>. It will also be permissible for players and coaches to walk the course the day of the tournament prior to the first scheduled starting time; all such players or coaches must stay on the cart paths and be off the course by no later than 8:00 AM.

**NOTE:** Players may not have in their possession, golf balls or clubs of any kind during the walk around. A coach or school official must accompany all players.



## **X. RULES**

USGA Rules apply. Any Local Rules of play will be distributed to all contestants on the tee. All Electronic Distance Measuring Devices are prohibited.

## **XI. ELECTRIC GOLF CARS AND CADDIES**

Players **MUST** carry their own clubs or transport them on a pull cart (caddies and golf cars are not permitted). A limited number of pull carts are available at no charge at the club. Commissioners and Tournament Officials may transport girls to the restroom if necessary and in lost ball situations.

**SPECTATORS and MEDIA are NOT allowed golf cars.**

## **XII. GALLERY (Including Media)**

A gallery and Media are permitted; however, all spectators/media must remain at a distance of 30 yards from players at all times and are not to walk on the fairways. Participants are reminded of Rule 8 (Advice and Assistance) of "The Rules of Golf" which specifically prohibits players from receiving any counsel or suggestion from anyone (including their coach, other players, gallery, etc.) that could influence them in determining their play, the choice of a club, or the method of making a stroke. *Note: Information on the Rules of Golf and Local Rules for this tournament are not considered to be advice.*

**Spectators are NOT allowed golf cars.**

## **XIII. TOURNAMENT FORMAT**

### **Individual Competition**

*All girls who have qualified for the individual competition or team competition for the Championship in their respective CIF sectional play-offs shall be eligible to compete in this category*

All participants in individual competition will play 18 holes of stroke play. The WHITE TEE MARKERS will be used for the Championship. Tees will be set at the yardages shown on the final page of this document. The top four individuals will receive an NCGA medal for the individual competition. In the event there is a tie for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place, the tie will be decided by a sudden death play-off. Ties for 4<sup>th</sup> place will be awarded duplicate medals.

The top six individual competitors, not on any of the top three teams, will advance to the California State Championship in Pebble Beach, California. They will receive a CIF medal. The championship proper will be played at Poppy Hills Golf Course on November 19, 2009. In the event of a tie for the six qualifying spot, there will be a sudden death play-off immediately after the conclusion of play. Ties within the top five will be decided by matching scorecards using the USGA recommended tie breaking procedure for ranking purposes only.

### **Team Competition**

In addition to the girl's individual competition, there will also be a girl's team competition. The teams representing each CIF Section will consist of six players and the best five of the six players scores will be counted in determining the team champion, runner-up, and third place.

Players will be paired in groups of four. It shall be the responsibility of the Section Commissioner to designate the numerical ranking of team players when reporting the qualifying results.

The top three teams will advance to the California State Championship. In the event there is a tie for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> places in team play, the tie will be decided by adding the sixth player's score to the team total. If the teams are still tied the tie will be decided by using the USGA recommended tie breaking procedure which totals the scores of all six players on each student team for holes 10-18, if still tied holes 13-18, if still tied holes 16-18, if still tied hole 18.

## **XIV. AWARDS**

Awards will be sponsored by the NCGA in the following categories:

### *Team Awards*

#### *Perpetual Trophy*

(Engraved with the name  
of the school champion)

#### *Team Champion Awards*

Champion - Team Member - Gold Medal  
Champion - Team Coach - Gold Medal

#### *Team Runner-up Awards*

Runner-up - Team Member - Silver Medal  
Runner-up - Team Coach - Silver Medal

#### *Team 3rd Place Awards*

3rd Place - Team Member - Bronze Medal  
3rd Place - Team Coach - Bronze Medal

### *Individual Awards*

Champion - Gold NCGA Medal  
Runner-up - Silver NCGA Medal  
Third Place - Bronze NCGA Medal  
Fourth Place - Bronze NCGA Medal

The six individual qualifiers will receive medals from the CIF.

## **XV. SIZE OF FIELD**

### **Teams/Individual**

#### *Central Coast Section:*

4 Individual Girls + 3 six person teams = 22

#### *Oakland Section:*

1 Individual Girl + 1 six person team = 7

#### *North Coast Section:*

4 Individual Girls + 3 six person teams = 22

#### *Northern Section:*

4 Individual Girls + 2 six person teams = 16

#### *Sac-Joaquin Section:*

4 Individual Girls + 3 six person teams = 22

#### *San Francisco Section:*

1 Individual Girl + 1 six person team = 7

Total: 96 PLAYERS

#### **XVI. NOTIFICATION OF QUALIFIERS**

Each CIF Section is to notify the NCGA office of those players who have qualified for the tournament. Information for the girl individual qualifiers shall include the players name, school, city and qualifying score for pairings; qualifying scores for team members will be for informational purposes only. **It should also be noted that all players are competing in the individual competition.**

**Each CIF Section Commissioner is to fax their typed results to 831-625-0150 with attention to John Vander Borgh** or **E-mail [jborght@ncga.org](mailto:jborght@ncga.org) as soon as possible**, after the conclusion of the sectional qualifying tournament. **The final deadline shall be 11:00 AM, Wednesday, November 4, 2009.**

Any questions call **John Vander Borgh** at: 831-625-4653

#### **XVII. ALTERNATES**

Each CIF Section shall be responsible for designating alternates in the event of cancellations from players scheduled to represent that Section in the tournament. A vacancy may be filled only by the next qualified alternate from the particular Section involved and upon authorization from the CIF Section Commissioner. *Alternates are not to show up as a standby* the day of competition. **Alternate positions may only be finalized by your section commissioner. DO NOT CALL THE NCGA.**

**Note:** Team Competition - Alternates will be paired in the same position in the team pairings as the players they have replaced.

#### **XVIII. MISCELLANEOUS**

1. This tournament is open to eligible high school players only. No coaches will be permitted to play in this event.
2. It will be the responsibility of the NCGA Tournament Committee to staff and conduct this tournament. Lynne Gangi, NCGA Committee Chairman and Peter Saco, CIF Committee Chairman are the Tournament Co-Chairpersons.
3. All Electronic Distance Measuring Devices are prohibited.

#### **XIX. SUGGESTED LODGING**

There are a number of hotels located along Highway 101 approximately 10-15 miles from Almaden Golf and Country Club.

*Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Wilson C. Riles Middle School

**Date:** December 16, 2009

**Action Item**   X  

**To:** Board of Trustees

**Information Item**       

**From:** Joyce Duplissea, Principal

**# Attached Pages**   1  

**Principal's Initials:** JD

**SUBJECT:**

Wilson C. Riles Middle School 6<sup>th</sup> grade will be sending 90 sixth grade students to attend science camp at Alliance Redwoods Education Center the week of February 22 - 26, 2010. The science camp at Alliance Redwoods aligns with the science standards set forth by the state for sixth grade. As chaperones, three to four middle school teachers will attend as well as parent volunteers. Student expenses for the trip will be the responsibility of their parents and will be reduced by fund raisers.

**RECOMMENDATION:**

Approval for 90 sixth grade students to attend science camp at Alliance Redwoods.

**CONSENT AGENDA**



# ALLIANCE REDWOODS OUTDOOR EDUCATION

## SAMPLE SCHEDULE

### Tuesday ~~Monday~~

- 11:30-1:00 Arrive and Settle into Cabins, eat sack lunch
- 1:00-2:30 Camp Orientation
- 2:30-4:30 Organized Activities
- 4:30-5:20 Free Time (COUNSELOR MEETING)
- 5:20-5:30 Dinner Line Up (at Firecircle)
- 5:30-6:15 Dinner
- 6:30-7:00 Journal Time
- 7:00-7:30 Skit Practice
- 7:30-9:00 Night Activity
- 9:00-10:00 Get Ready for Bed
- 10:30 Lights Out!!

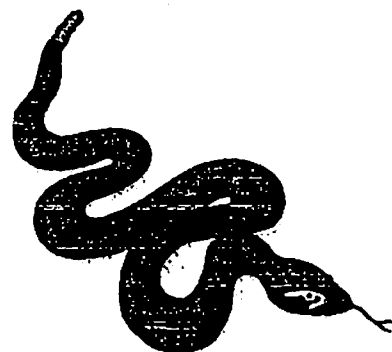
### Tuesday

### ~~Wednesday~~ - Thursday

- 7:00 Rise and Shine
- 7:50-8:00 Breakfast Line Up
- 8:00-8:45 Breakfast
- 8:45-9:15 Cabin Clean up COUNSELOR/TEACHER MEETING
- 9:30-12:00 Class
- 12:20-12:30 Lunch Line-Up
- 12:30-1:15 Lunch
- 1:15-1:50 F.O.B (Flat On Back)
- 2:00-4:30 Class
- 4:30-5:20 Free Time
- 5:20-5:30 Dinner Line Up (at Firecircle)
- 5:30-6:15 Dinner
- 6:30-7:00 Journal Time
- 7:00-7:30 Skit Practice
- 7:30-9:00 Night Activity
- 9:00-10:00 Get Ready for Bed
- 10:30 Lights Out!!

### Friday

- 7:00 Rise and Shine
- 7:50-8:00 Breakfast Line Up
- 8:00-8:45 Breakfast
- 8:45-9:30 Cabin Clean Up and Load Up
- 9:30-12:15 Camp Activities
- 12:25 Lunch Line Up, Lunch and Good-byes



# Center Joint Unified School District

## AGENDA REQUEST FOR:

Dept./Site: Special Education

Date: November 18, 2009

To: Board of Trustees

From: Scott Loehr  
Superintendent  
Initials: S.L.

Action Item   X  

Information Item

# Attached Pages

**SUBJECT:** 2009/2010 Individual Service Agreements

Please ratify the following Individual Service Agreements for special education students to receive services at nonpublic schools/agencies during the 2009/10 fiscal year.

Individual Service Agreements:

2009/10-121	Sierra School	@ \$ 33,346.00
2009/10-122, 174, 176, 178	Rancho Learning Center	@ \$135,641.00
2009/10-123	Speech & Language Therapy	@ \$ 300.00
2009/10- 95*	Summitview	@ \$ 12,554.00 (corrected)
2009/10-124- 172	STEPS Therapy	@ \$ 72,000.00
2009/10-173	Aldar Academy	@ \$ 20,048.00
2009/10-175, 180	Med Trans	@ \$ 21,600.00
2009/10-177	Jabbergym	@ \$ 2,755.00
2009/10-179	Guiding Hands	@ \$ 26,219.00

**RECOMMENDATION:** CJUSD Board of Trustees approve 2009-2010 Individual Service Agreements for special education students to receive services.

**CONSENT AGENDA**

*Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Wilson C. Riles Middle School

**Date:** November 18, 2009

**Action Item** \_\_\_\_

**To:** Board of Trustees

**Information Item** X

**From:** Joyce Duplissea, Principal

**# Attached Pages** 1

**Principal's Initials:** JD

**SUBJECT:**

Wilson C. Riles Middle School will be offering a 3-hour workshop on High Quality First Instruction for 57 participants (51 teachers, 2 counselors, 1 psychologist and 3 administrators). The cost for the workshop is \$1,750 which includes instructors and materials. The workshop will take place at Wilson Riles Middle School on January 25, 2010 from 1:30 to 4:30 pm. This workshop is being brought to Wilson C. Riles Middle School by the Development and Training Department of the Sacramento County Office of Education. The funding will come from Title I funds.

**CONSENT AGENDA**

**MEMORANDUM OF UNDERSTANDING**  
**Agreement 10-2940**

This Memorandum of Understanding (MOU) is between the **Sacramento County Office of Education**, referred to as "SCOPE," and **Wilson C. Riles Middle School**, referred to as "School."

The purpose of this MOU is to detail the roles and responsibilities of SCOPE and the School. This MOU is in effect from **January 1, 2010 through January 31, 2010**.

**The SCOPE agrees to:**

- Provide staff (Christine Anderson and one additional presenter) to facilitate one workshop, "High Quality First Instruction: An Introduction" and materials on January 25, 2010, 1:30 PM - 4:30 PM.
- All instructional materials that are provided by SCOPE are copyrighted.
- Invoice School upon completion of services.

If the workshop has fewer than 20 participants by January 18, 2010, SCOPE reserves the right to cancel.

**The School agrees to:**

1. Provide a primary contact person for all work under this agreement. The contact will be:  
Joyce Duplissea, Principal  
(916) 787-8100
2. Provide facility, insurance and indemnification.
  - Pay SCOPE money due within 90 days of invoicing.
  - **Fee is \$1750. If attendance exceeds 57 participants, fee is an additional \$30 per person.**
3. If the workshop has less than 40 participants, one staff will be provided. School is responsible for contacting SCOPE with attendance numbers by January 18, 2010..

**Indemnity.** SCOPE shall indemnify, defend, and hold harmless School, its officers, agents, and employees from and against any and all loss, cost, damage, expense (including attorney's fees), claim, suit, demand, or liability of any kind or character to any persons or property arising from or relating to any negligence of SCOPE, its officers, agents, or employees.

School shall indemnify, defend, and hold harmless SCOPE, its officers, agents, and employees from and against any and all loss, cost, damage, expense (including attorney's fees), claim, suit, demand, or liability of any kind or character to any persons or property arising from or relating to any negligence of School, its officers, agents, or employees.

SCOPE and School shall monitor this agreement to oversee implementation of project activities. This MOU shall be effective once both parties have signed below.

**For the Sacramento County Office of Education:**

Sue Stickel, Assistant Superintendent  
Curriculum and Intervention, and the  
Reading Lions Center


**Wilson C. Riles Middle School,  
Center Joint Unified School District**

Joyce Duplissea, Principal

  
11-509



\_\_\_\_\_  
Signature and Date

 11-5-09  
Signature and Date

## *Center Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Dudley Elementary

**Date:** 10/23/09

**To:** Center Unified Board of Trustees

**From:** Dudley Elementary (Lisa Coronado)

**Action Item**   X  

**Information Item**

**# Attached Pages**   58  

**Principal's Initials:**   lc  

**SUBJECT:**

**Approve 2009/2010 Single Plan for Student Achievement, Dudley Elementary**

**CONSENT AGENDA**

# Single Plan for Student Achievement

## Dudley (Arthur S.) Elementary School

Center Unified School District

34-73973-6032908

CDS Code

Date of this revision: October 13, 2009

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*.



Dudley (Arthur S.) Elementary School

Lisa Coronado, Principal

8000 Aztec Way

Antelope, CA 95843

916-338-6470

[www.DudleyElementary.org](http://www.DudleyElementary.org)

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

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## 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:

<b>SCHOOL GOAL #1</b> Dudley Elementary will obtain and maintain an Academic Performance Index (API) of 800 or higher.				
<b>SCHOOL GOAL #2</b> All Dudley Elementary student subgroups will make Adequate Yearly Progress (AYP) towards grade level proficiency in English Language Arts and Mathematics as determined by the California Department of Education.				
<b>Student groups and grade levels to participate in this goal:</b>  Students who scored "Basic," "Below Basic" and "Far Below Basic" in grades two through five will work to reach grade level proficiency as measured by California's State Testing and Reporting.  All students in grades two through five will contribute to earning a school Academic Performance Index of 800 or higher.		<b>Anticipated annual performance growth for each group:</b>  All subgroups of Dudley Elementary students will meet Adequate Yearly Progress (AYP) in English Language Arts (ELA) and Mathematics as determined by the California Department of Education. The minimum proficiency percentage has increased 10.8% each year and is currently at 46% in ELA and 47.5% in Mathematics.  For the 2009 STAR tests, Dudley students scored an 833 API. The goal is to improve this number by 1 point.		
<b>Means of evaluating progress toward this goal:</b>  Progress will be monitored by teacher observation, curriculum assessments, and classroom performance tasks. Data from STAR reports, site goal assessments and Accelerated Reader will be utilized.		<b>Group data to be collected to measure academic gains:</b>  Data will be collected for grades one through five. The data will include district 20-day assessments, Accelerated Reader and STAR reports. Grade one will be collected for baseline data.		
<b>Actions to be Taken to Reach Goals 1 and 2:</b>	<b>Start Date / Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
1. Students who scored at the "basic" or below levels as indicated by the annual California Standards Test, district/school measures, progress reports, and/or teacher observations of student progress and performance will be identified.	August 2009 – May 2010	No costs	\$0	N/A
2. School staff will review of student performance and progress utilizing data and information from the	October 2009 – May 2010	Substitutes will be employed to cover the duties of the teachers	\$125 / day / substitute;	SSTs: School and Library

initial student review process and student study team (SST) process. Beyond classroom interventions and modifications, the outcome of the SST process may include: speech and language services, counseling, resource services, increased English language resource services, occupational therapy, enrollment in school homework and intervention programs, referrals to outside organizations. Student progress will also be discussed at IEP meetings.		on the Student Study Team	approximately SSTs: \$625 IEPs: \$3125	Improvement Program Block Grant (SLIP)  IEPs: General Fund
3. Time allowed for on-going teacher collaborations focused on implementing an instructional program and effective teaching strategies that address all student learning needs	September 2009 – May 2010	Collaboration for heterogeneous classes will take place during staff meeting time. Substitutes will be provided for Targeted Learning Classes and for teachers of students with Individualized Education Plans (IEPs).	\$125 / day / substitute = \$1000	SLIP
4. Targeted learning classes have been established in grades one, two and four. In these classes, students will receive intensive instruction in English language arts at an instructional level and pace that meets their needs. The resource teacher, an instructional aide and an English language aide are available for push-in support to these classes.	August 2009 – May 2010	No additional costs	\$0	N/A
5. Students in grades one through three will participate in and English language arts rotation. During this time, students will be grouped according to their greatest area of need. Grade level teachers will teach specific topics such as: letter and sound identification, blending, fluency, reading comprehension and writing. During this time, English language learners will receive instruction using their core curriculum.	September 2009 – May 2010	No additional costs	\$0	N/A
6. Students who are significantly lower or higher than their enrolled grade level's English language arts standards will be offered instruction in a classroom	September 2009 – May 2010	No additional costs	\$0	N/A

one grade level lower or higher, with parent permission.				
<p>7. Dudley staff and students will have the materials needed for instruction and practice of grade level standards.</p> <p>A. All staff members will be provided unlimited copies through the Center Unified School District copy center</p> <p>B. Kindergarten colored Open Court workbooks will be provided since lesson directions often require the students to be able to view the page in color</p> <p>C. Classroom and school supplies</p>	August 2009 – May 2010	<p>7A. Copies</p> <p>7B. Workbooks</p> <p>7C. Supplies</p>	<p>7A. \$14000</p> <p>7B. \$3000</p> <p>7C. remaining funds</p>	<p>7A. Lottery: \$4900 and SLIIP: \$9100</p> <p>7B. Lottery</p> <p>7C. SLIP, Lottery and General Fund</p>
8. Mathematics and reading intervention instruction will be provided before and/or after school hours.	September 2009 – May 2010	Staffing, materials, supplies	No cost to the school site	N/A
<p>9. Orchard and Accelerated Reader software will be made available to all students in grades one through five in their classrooms and in two computer labs.</p> <p>A. A Computer Technician will service computer hardware and software. The district will fund 3 hours/day and the site will fund 1 hour/day.</p> <p>B. Orchard software: 4<sup>th</sup> payment of 5 total payments</p> <p>C. Accelerated Reader subscription</p>	August 2009 – May 2010	<p>6A. Computer Technician: 1 hour/day</p> <p>6B. Orchard</p> <p>6C. Accelerated Reader</p>	<p>6A. \$7594</p> <p>6B. \$5000</p> <p>6C. \$675</p>	<p>6A. SLIP</p> <p>6B. SLIP</p> <p>6C. SLIP</p>
10. An Academic Coach is available for staff development, collaboration and demonstration lessons and to observe teachers and provide feedback.	August 2009 – May 2010	The district funds this position	\$0	N/A
11. Regular school-parent communication regarding student progress and performance through parent-teacher conferences, Student Study Team meetings, paperwork sent home and Aeries' Gradebook will occur.	October 2009- May 2010	Substitutes will be employed to cover the duties of the teachers on the Student Study Team, copies, Gradebook (SST substitutes accounted for above in #2)	\$125 / day / substitute	General Fund

**SCHOOL GOAL # 3**

Dudley Elementary students will maintain a 95% or higher attendance rate. Students who are regularly present for instruction and practice of grade level standards will be better prepared for state testing.

**Student groups and grade levels to participate in this goal:**

All students attending Dudley Elementary will participate in this goal.

**Anticipated annual growth for each group:**

Since the benchmark has been met, students will maintain the attendance rate and will not drop below ninety-five percent.

**Means of evaluating progress toward this goal:**

Progress will be evaluated through attendance reports.

**Group data to be collected to measure gains:**

Data will be collected from students at all grade levels.

**Actions to be Taken to Reach Goal 3:**

Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)

**Start Date  
Completion  
Date****Proposed Expenditures****Estimated  
Cost****Funding  
Source**

1. To increase school connectedness, a .6 FTE school counselor will be employed. The counselor will meet with small groups of students and, in the groups, will focus on peer relations, anger management and grief. The counselor will also meet individually with students with discipline concerns. In addition, he will over see the Early Mental Health Initiative program which involves supervising two child aides who will assist with students experiencing school adjustment issues.

August 2009 –  
May 2010

.6 FTE school counselor

\$35,530

School and  
Library  
Improvement  
Program  
Block Grant  
(SLIP)

2. Before and after school clubs will be made available to students to increase school connectedness.

August 2009 –  
May 2010

(6) \$750 stipends;

\$4500

Student Fund

3. Students who have qualified for Gifted and Talented Education (GATE) will be provided after school activities and field trips to challenge and extended their learning. By meeting the needs of Dudley's GATE students, they will be more interested in school, feel a sense of connectedness and; therefore, have better attendance.

October 2009 –  
May 2010

After school activities  
provided by Mad Science  
and Center Unified School  
District employees; field  
trips to be determined

Up to \$4500  
(including  
carryover)

GATE



4. The Second Step character education program will be made available to teachers so that they may create a more positive learning environment through discussion of bullying, empathy and conflict resolution.	August 2009 – May 2010	No additional costs	\$0	N/A
5. Establish and support ongoing school-wide and classroom events and activities that contribute to a positive environment such as: PTA events, big/little Buddies, book fair, assemblies, dress up days and spirit contests, geography bee, talent contest, drama presentations	August 2009 – May 2010	Assembly costs	Up to \$2000	Student Fund
6. Behavior Support Plans will be created for students with chronic behavior concerns.	August 2009 – May 2010	No costs	\$0	N/A
7. Incentives will be provided for students who maintain appropriate school behavior such as: monthly no referral activities, prizes from the principal and Good News phone calls home.	August 2009 – May 2010	Incentives	\$500	Student Fund
8. The site administrator will send letters to, make phone calls to and meet with parents/guardians of individual students who fall below a 90% attendance rate.	August 2009 – May 2010	Copies	\$100	Lottery
9. Incentives will be provided for students who have perfect attendance during each trimester and during the entire school year.	August 2009 – May 2010	Perfect Attendance pencils and certificates, end of year field trip	\$1000	Student Body Fund
10. Families are notified of information and upcoming events via the Dudley website and SchoolConnects, an automated dialer system.	August 2009 – May 2010	Dudley website subscription	\$840	SLIP

## Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates 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 participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school	\$ 0
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program	\$ 0
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 54,416 (s)
<input type="checkbox"/> Art, Music and PE Block Grant (one time) <u>Purpose:</u> Art and music enrichment	\$ 0
<input checked="" type="checkbox"/> Art, Music and PE Grant (ongoing) <u>Purpose:</u> Art and Music enrichment	\$ 80,516 (d)
<input checked="" type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring	\$ 25,919 (d)
<input checked="" type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school	\$ 119,309 (d)
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$ 60,471 (s)
<input type="checkbox"/> School Improvement Program Fund <u>Purpose:</u> Improve school programs	\$ 0
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety	\$ 72,214 (d)
<input checked="" type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students	\$ 7,274 (d)
<input checked="" type="checkbox"/> GATE <u>Purpose:</u> Gifted and Talented Education Program	\$ 4,514 (s)
<input checked="" type="checkbox"/> Lottery <u>Purpose:</u> Supplement, not replace, support for education	\$ 7,900 (s)
Total amount of state categorical funds allocated to this school	\$ 305,232 - district controlled \$ 127,301 - site controlled

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$ 0
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$ 0
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> 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
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 0
<input checked="" type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 4,564 (d)
<input checked="" type="checkbox"/> 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	\$ 62,605 (d)
<input checked="" type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 13,792 (d)
<input checked="" type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 416(s)
<input type="checkbox"/> 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	\$80,961 – district controlled \$ 416– site controlled
Total amount of state and federal categorical funds allocated to this school	\$ 386,193 – district controlled \$ 127,717 – site controlled

Proposed Expenditures 2009/2010				Estimated Cost	Funding Source	
School Counselor: 3 days/week				\$35,530	SLIP	
Computer Technician: site will fund 1 hour/day, district will fund 3 hours/day				\$7594	SLIP	
Substitute teachers to cover the duties of the teachers on the Student Study Team and IEP Team: \$125/day/substitute x 30 days				a. \$625 (SSTs) b. \$3125 (IEPs)	a. SLIP b. General Fund	
Release time for collaboration: \$125/day/substitute x 8 days				\$1000	SLIP	
GATE: Coordinator, class supervisors, after school class and field trips				\$4500	GATE	
Before and after school clubs				a. \$4500 b. \$2050	a. Student Fund b. District	
Orchard computer program				\$5000	SLIP	
Accelerated Reader subscription				\$587	Student Fund	
Dudley website				\$840	SLIP	
Student activities and incentive programs				\$3500	Student Fund	
Open Court workbooks in color for kindergarteners				\$3000	Lottery	
Copies				a. \$9100 b. \$4900	a. SLIP b. Lottery	
Classroom and school supplies				Remaining undesignated funds at year's end	General Fund, SLIP	
Total Proposed Estimated Costs	Student Fund \$8587	SLIP \$59689	Lottery \$7900	GATE \$4500	General Fund \$3125	District \$2050

**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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Sylvia Anderson				X
George Beltran				X
Claudia Chavez				X
Amber Christensen				X
Lisa Coronado	X			
Maria Garcia				X
Andrea Kringle				X
Rhonda Lasartemay				X
Alexandra Manzo				X
Venessa Mason		X		
Patricia Rivas			X	
Claudia Searls		X		
Lisa Tarner		X		
Numbers of members of each category	1	3	1	8

## 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.
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

☒ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ 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: 10/23/08.

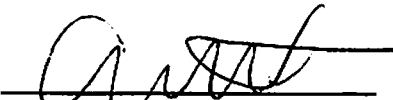
Attested:

Lisa Coronado  
Typed name of school principal

  
Signature of school principal

10-21-09  
Date

Amber Christensen  
Typed name of SSC chairperson

  
Signature of SSC chairperson

10-21-09  
Date

## **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: School and Student Performance Data Forms
- Appendix D: Demographic Data Summary
- Appendix E: Analysis of Current Instructional Program
- Appendix F: Dudley Elementary School Site Council 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
<b>I. Involvement</b>															
Involve parents and community in planning and implementing the school plan	EC 52055.625(b)(1)(C), (2)(C), (e) EC 52055.620(a)(4) EC 52054 EC 35294.1(b)(2)(C) 5CCR 3932 20 USC 7115(a)(1)(E) 20 USC 6316(b)(3) 20 USC 6315(c)(1)(G) 20 USC 6314(b)(1), (2)(A)	X	X	X	X	X	X	X	X		X	X	X		
Advisory committee review & recommendations	EC 64001(a) EC 52055.620(b)(1)	X	X	X	X	X	X		X		X	X			
Written notice of PI status	20 USC 6316(b)(3)					X									
<b>II. Governance and Administration</b>															
Single, comprehensive plan	EC 64001(a), (d) EC 52853 EC 41572 EC 41507 EC 35294.1(a) 20 USC 7114(d)(2) 20 USC 6315(c)(1)(B) 20 USC 6314(b)(2)(A)	X X	X X	X X	X X	X X			X	X	X	X	X	X	X
School site council (SSC) constituted per former EC 52012	EC 64001(g)	X	X	X	X	X			X	X	X	X		X	X

\*\* 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
SSC developed plan and expenditures	EC 64001(a) EC 41572 EC 41507 EC 35294.1(b)(1)	X	X	X	X	X			X	X	X	X	X	X	X
SSC annually updates the plan	EC 64001(g) EC 35294.2(e)	X	X	X	X	X			X	X	X	X	X	X	X
Governing board approves SPSA	EC 64001(h) EC 52055.630(b)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Policies to insure all groups succeed	20 USC 6316(b)(3)					X									
Specify role of school, LEA, and SEA; and coordination with other organizations	20 USC 6316(b)(3)					X									
Submit High Priority annual report after public LEA governing board review	EC 52055.640							X							
<b>III. Funding</b>															
Plan includes proposed expenditures to improve academic performance	EC 64001(g) EC 52853 EC 52054 20 USC 6316(b)(3) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	X X	X X	X X	X X	X X	X X		X	X	X	X X			
Describe centralized services expenditures	5 CCR 3947(b)	X	X												
<b>IV. Standards, Assessment, and Accountability</b>															
Comprehensive assessment and analysis of data	EC 64001(f) EC 52055.620(a)(1) - (3) EC 52054 20 USC 7115(a)(1)(A) 20 USC 6314(b)(1), (2)(A)	X	X	X	X	X	X	X	X	X	X	X			
Evaluation of improvement strategies	EC 64001(f)	X	X	X	X	X			X	X	X	X			

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 <sup>™</sup>	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
	EC 52853 EC 52055.625(c) EC 35294.2(e) EC 32228.5(b) 20 USC 7115(a)(2) 20 USC 6315(c)(2)(B) EC 35294.2(e) 20 USC 7115(a)(1)(E) 20 USC 6314(b)(2)(A)	X	X	X	X	X		X				X	X X		
Ongoing monitoring and revision											X				
Assessment results available to parents													X		
<b>V. Staffing and Professional Development</b>															
Provide staff development	EC 52853 EC 52055.625(d)(1)(B),(C) EC 32228(b)(2) 20 USC 6316(b)(3) 20 USC 6315(c)(1)(F) 20 USC 6314(b)(1), (2)(A) 20 USC 6316(b)(3)	X	X	X	X	X		X				X			
Budget 10% of Title I for staff development						X									
Provide highly qualified staff	EC 52055.625(b), (d) 20 USC 6315(c)(1)(E) 20 USC 6314(b)(1), (2)(A) EC 52055.620(d)			X				X							
Distribute experienced teachers								X							
<b>VI. Opportunity &amp; Equal Educational Access</b>															
Describe instruction for at-risk students	EC 52853	X	X	X	X	X						X			
Describe the help for students to meet state standards	EC 64001(f) 20 USC 6314(b)(1), (2)(A) 20 USC 6315(c)	X	X	X	X	X	X		X	X	X	X			
Describe auxiliary services for at-risk	EC 52853	X	X	X	X	X						X			

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
students	EC 52055.620(a)(7) 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(1), (2)(A)			X	X			X			X				
Avoid Isolation or segregation	5CCR 3934	X	X	X	X	X						X			
<b>VII. Teaching and Learning</b>															
Goals based on performance	EC 64001(f) 20 USC 7115(a)(1)(A)	X	X	X	X	X	X		X	X	X	X			
Define objectives	EC 52054 20 USC 7114(d)(2)(B) 20 USC 6316(b)(3)					X					X				
Steps to intended outcomes	EC 52054 5CCR 3930		X	X	X	X	X		X						
Account for all services	5CCR 3930		X	X	X	X			X						
Provide strategies responsive to student needs	EC 52055.620(a)(3) EC 52054 5CCR 3931 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	X	X	X	X	X	X	X	X		X	X			
Describe reform strategies that:	20 USC 6314(b)(1), (2)(A)				X										
-Allow all to meet/exceed standards;	20 USC 6315(c)			X	X										
-Are effective, research based;	20 USC 6316(b)(3) 20 USC 6315(c)(1)(C) 20 USC 6314(b)(1)(B)			X	X	X									
-Strengthen core academics;	EC 52054				X		X								
-Address under-served populations;	EC 52055.625(b), (c)				X			X							
-Provide effective, timely assistance;	20 USC 6314(b)(1)(I), (2)(A)				X										

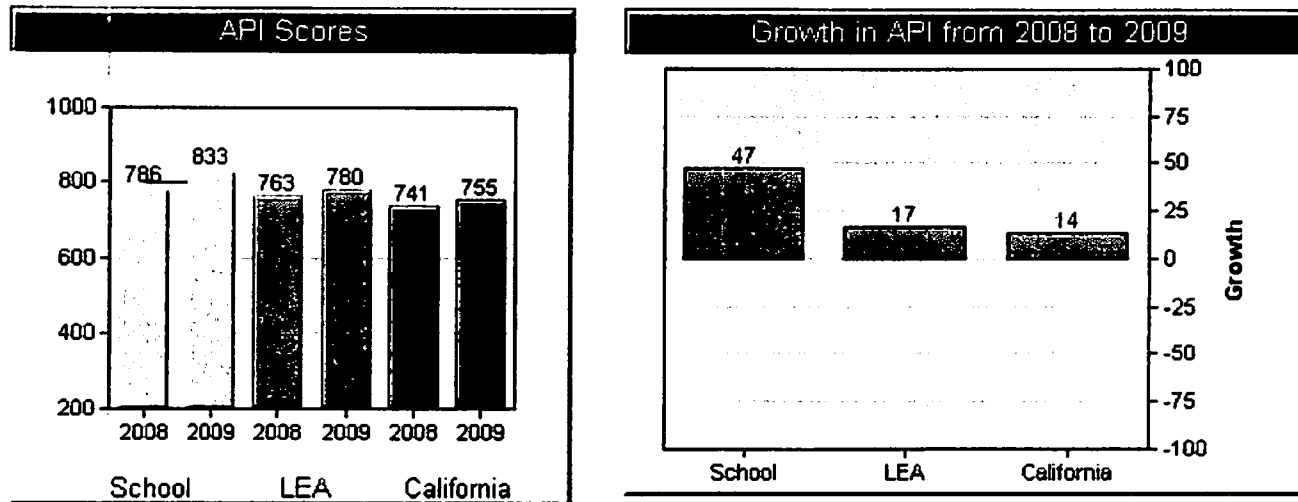
REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title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

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

The following tables and charts 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:

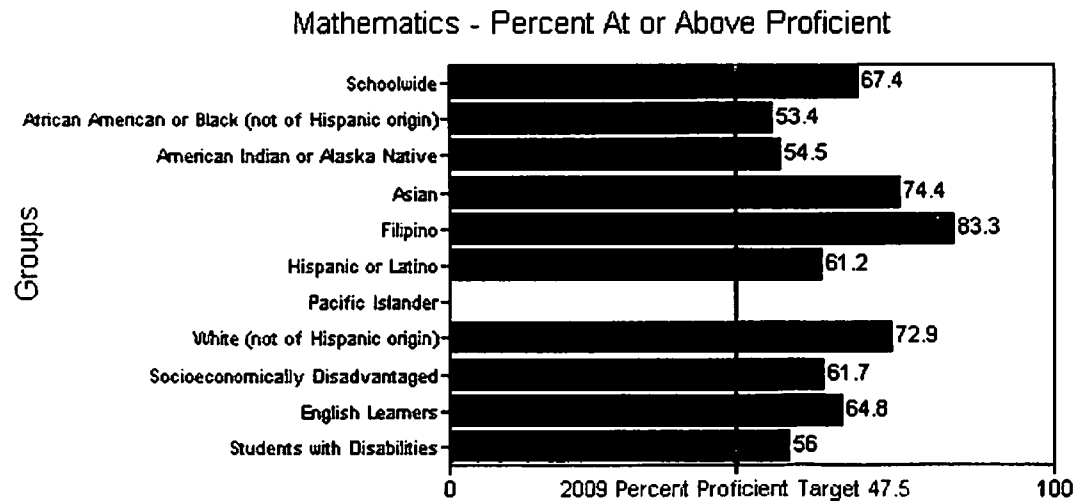
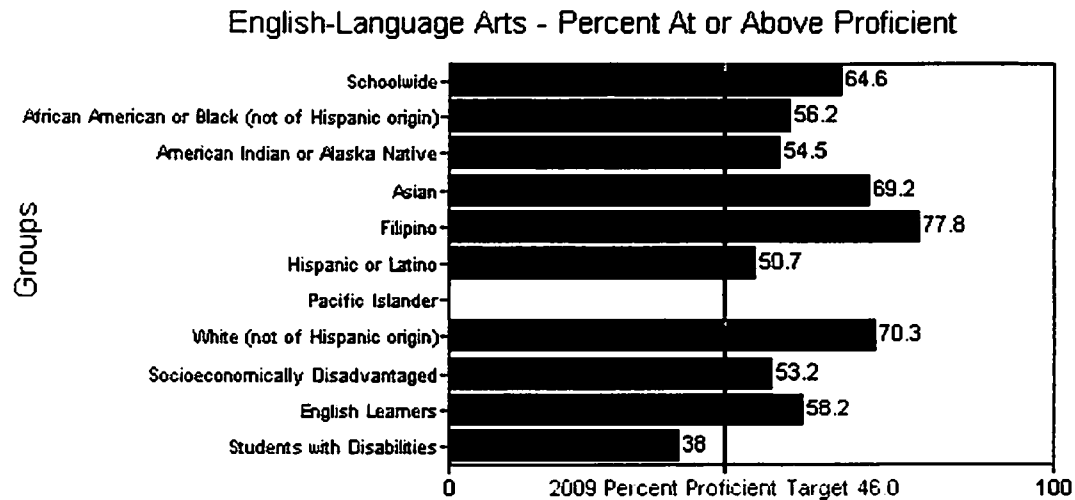
- Chart A: Academic Performance Index (API) Charts
- Chart B: Percent of Students Who Obtained Proficiency
- Table 1: English-Language Arts Adequate Yearly Progress (AYP) by Subgroup
- Table 2: Mathematics Adequate Yearly Progress (AYP) by Subgroup
- Table 3: English Language Arts Performance by Ethnicity
- Table 4: Mathematics Performance by Ethnicity
- Table 5: Academic Performance (API) Data by Grade Level – California Standards Test: English Language Arts
- Table 6: Academic Performance (API) Data by Grade Level – California Standards Test: Mathematics
- Table 7: Content Clusters Breakdown
- Table 8: California English Language Development (CELDT) Data
- Table 9: Percent Apportionment Attendance

## Chart A: Academic Performance Index (API) Charts



*Statewide Performance Target for Schools = API of 800 or Above*

*Chart B: Percent of Students who Obtained Proficiency*





**Table 1: English-Language Arts Adequate Yearly Progress (AYP) by Subgroup: CST, CMA and CAPA**

-- = Not Numerically Significant in one or both of two consecutive years

Not Numerically Significant Subgroups in 2009: Asian, American Indian, Filipino, Pacific Islander, Students with Disabilities

AYP PROFICIENCY LEVEL	All Students			White			African-American			Hispanic			English Learners			Socioeconomically Disadvantaged		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number At or Above Proficient	257	244	276	124	129	128	28	39	41	34	27	34	51	42	53	89	88	123
Percent At or Above Proficient	57%	53.7%	64.6%	60.2%	55.1%	70.3%	42.4%	53.4%	56.2%	61.8%	42.9%	50.7%	53.7%	48.8%	58.2%	46.1%	44%	53.2%
AYP Target Percent Proficient	24.4%	35.2%	46%	24.4%	35.2%	46%	24.4%	35.2%	46%	24.4%	35.2%	46%	24.4%	35.2%	46%	24.4%	35.2%	46%
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	--	--	Yes	--	Yes	Yes	Yes	Yes	Yes

**Conclusions indicated by the data:**

1. All subgroups have achieved a level of proficiency that is above the AYP Target Percent Proficient.
2. All numerically significant subgroups have met the AYP Target for the past three years.
3. There was a decline in proficiency for the past two years for the subgroups All Students, White, and Socioeconomically Disadvantaged. Only African American students increased in the percent of students meeting proficiency from last year's scores. This year, all subgroups except Hispanic increased to above 2007 levels.

**Table 2: Mathematics Adequate Yearly Progress (AYP) by Subgroup: CST, CMA and CAPA**

-- = Not Numerically Significant in one or both of two consecutive years

Not Numerically Significant Subgroups in 2009: Asian, American Indian, Filipino, Pacific Islander, Students with Disabilities

AYP PROFICIENCY LEVEL	All Students			White			African-American			Hispanic			English Learners			Socioeconomically Disadvantaged		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number At or Above Proficient	277	259	287	138	135	132	29	40	39	32	32	41	62	48	59	101	108	142
Percent At or Above Proficient	61.4%	57%	67.4%	67%	57.7%	72.9%	43.9%	54.8%	53.4%	58.2%	50.8%	61.2%	65.3%	55.8%	64.8%	52.3%	54%	61.7%
AYP Target Percent Proficient	26.5%	37%	47.5%	26.5%	37%	47.5%	26.5%	37%	47.5%	26.5%	37%	47.5%	26.5%	37%	47.5%	26.5%	37%	47.5%
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	--	--	Yes	--	Yes	Yes	Yes	Yes	Yes

Conclusions indicated by the data:

1. All subgroups achieved significantly above the Adequate Yearly Progress (AYP) target.
2. Dudley Elementary has met the AYP target in all years for all numerically significant subgroups.
3. There was a decline for the African American subgroup but all other groups increased proficiency. All other subgroups are at their highest level of proficiency to date.

**Table 3: English Language Arts Academic Performance by Ethnicity: CST only**

API PROFICIENCY LEVEL		All Students			White			African-American			Hispanic		
		2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number (#) and Percent (%) At or Above Proficient	#	272	248	276	130	131	128	30	41	41	30	27	34
	%	56	51	63	59	53	69	43	51	54	67	42	52
Number and Percent At Basic	#	137	157	106	57	76	39	24	25	22	10	23	22
	%	28	32	24	26	31	21	34	31	29	22	35	33
Number and Percent Below Basic	#	54	48	44	21	20	16	11	8	8	4	10	9
	%	11	10	10	10	8	9	16	10	11	9	15	14
Number and Percent Far Below Basic	#	25	31	9	12	18	3	5	6	5	1	5	1
	%	5	6	2	6	7	2	7	8	7	2	8	2
TOTAL NUMBER AND PERCENT*	#	488	486	435	220	245	186	70	80	76	45	65	66
	%	100	99	99	101	99	101	100	100	101	100	100	101

\*100% of students participated in testing as indicated on the California Department of Education website. The total percent in this table varies after data is rounded.

**Conclusions indicated by the data:**

1. There is an increase in overall proficiency for all subgroups. African American students have steadily increased their proficiency each year.
2. For the past two years, Hispanics are the lowest performing ethnic group of those considered numerically significant.
3. In 2008, 50 students scored in the Far Below Basic range. In 2009, 18 students scored in that range.

~ This data does not factor in mobility.

**Table 4: Mathematics Academic Performance by Ethnicity: CST only**

API PROFICIENCY LEVEL		All Students			White			African-American			Hispanic		
		2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number (#) and Percent (%) At or Above Proficient	#	294	272	278	144	139	132	32	45	39	35	53	41
	%	60	56	66	65	57	72	46	57	51	78	52	61
Number and Percent At Basic	#	98	112	95	44	60	28	10	16	24	6	13	19
	%	20	23	22	20	24	15	14	20	31	13	20	28
Number and Percent Below Basic	#	73	77	48	24	38	22	22	13	12	4	12	6
	%	15	16	11	11	16	12	31	16	16	9	18	9
Number and Percent Far Below Basic	#	25	22	4	9	8	1	6	5	2	0	6	1
	%	5	5	1	4	3	.5	9	6	3	0	9	1
TOTAL NUMBER AND PERCENT*	#	490	486	434	221	245	183	70	80	77	45	65	67
	%	100	100	100	100	100	99.5	100	99	101	100	99	99

\*100% of students participated in testing as indicated on the California Department of Education website. The total percent in this table varies after data is rounded.

**Conclusions indicated by the data:**

1. The subgroups Hispanic and White increased proficiency in 2009 and African Americans decreased proficiency. This is opposite the 2008 results.
  2. In 2008, 23 students scored in the Far Below Basic range. In 2009, 10 students scored in that range.
- ~ This data does not factor in mobility.

**Table 5: Academic Performance (API) Data by Grade Level – CST: English Language Arts**

API PROFICIENCY LEVEL		Grade: 2			Grade: 3			Grade: 4			Grade: 5		
		2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number (#) and Percent (%) At or Above Proficient	#	69	65	69	70	58	70	69	68	90	64	57	56
	%	59	52	58	59	49	60	57	62	80	49	45	52
Number and Percent At Basic	#	31	31	34	32	46	28	32	30	14	42	50	33
	%	26	25	29	27	38	24	26	27	12	33	39	31
Number and Percent Below Basic	#	8	20	13	14	8	14	14	7	7	18	13	15
	%	7	16	11	12	7	12	12	6	6	14	10	14
Number and Percent Far Below Basic	#	10	9	2	4	8	5	6	6	2	5	8	4
	%	8	7	2	3	7	4	5	5	2	4	6	4
TOTAL NUMBER AND PERCENT*	#	118	125	118	120	120	117	121	111	113	129	128	108
	%	100	100	100	101	101	100	100	100	100	100	100	101

\*100% of students participated. Total percent varies from 99 to 101 due to the rounding of data.

**Conclusions indicated by the data:**

1. The fourth grade students increased proficiency by 31 percentage points from third grade. Third grade students increased 8 percentage points from second grade and fifth grade students dropped 10 percentage points from fourth grade.
  2. A higher percentage of fourth grade students reached proficiency for the past two years compared to the other grades. Fifth grade has had the fewest students reach proficiency for the past three years.
- ~ This data does not factor in mobility.

\*100% of students participated in testing as indicated on the California Department of Education website. The total percent in this table varies after data is rounded.

**Table 6: Academic Performance (API) Data by Grade Level – CST: Mathematics**

API PROFICIENCY LEVEL		Grade: 2			Grade: 3			Grade: 4			Grade:5		
		2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number (#) and Percent (%) At or Above Proficient	#	75	79	68	87	86	86	74	64	85	58	43	61
	%	64	64	57	73	72	74	61	58	75	45	34	53
Number and Percent At Basic	#	23	25	33	12	17	22	29	29	19	34	41	25
	%	19	20	28	10	14	19	24	26	17	26	32	22
Number and Percent Below Basic	#	15	15	16	17	15	9	16	15	9	25	32	18
	%	13	12	14	14	13	7	13	14	8	19	25	16
Number and Percent Far Below Basic	#	5	5	1	4	2	0	4	3	0	12	12	12
	%	4	4	1	3	2	0	3	3	0	9	9	10
TOTAL NUMBER AND PERCENT*	#	118	124	118	120	120	117	123	111	113	129	128	116
	%	100	100	100	100	101	100	101	101	110	99	100	101

\*100% of students participated in testing as indicated on the California Department of Education website. The total percent in this table varies after data is rounded.

**Conclusions indicated by the data:**

1. In 2009, when students exited third and fourth grade, their proficiency in Mathematics increased. Their proficiency decreased after fifth grade.
    - a. 3<sup>rd</sup>: increase of 8 percentage points in 2008; increase of 10 points in 2009
    - b. 4<sup>th</sup>: decrease of 15 percentage points in 2008; increase of 3 points in 2009
    - c. 5<sup>th</sup>: decrease of 27 percentage points in 2008; decrease of 18 points in 2009
  2. The percentage of students reaching proficiency in third grade remains consistent.
- ~ This data does not factor in mobility.

**Table 7: Content Cluster Breakdown**

The following charts provide content cluster information for the California Standards Tests in English Language Arts and Mathematics. This chart identifies the number of test questions (number possible) and the mean percent correct for the grade level.

	Reading						Writing			
	Word Analysis and Vocabulary Development		Reading Comprehension		Literary Response and Analysis		Written Conventions		Writing Strategies	
Year	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
<b>Grade 2</b>										
Number Possible	22		15		6		14		8	
Mean Percent Correct	68	71	61	66	67	80	69	71	48	61
<b>Grade 3</b>										
Number Possible	20		15		8		13		9	
Mean Percent Correct	74	76	70	68	75	74	70	74	60	72
<b>Grade 4</b>										
Number Possible	18		15		9		18		15	
Mean Percent Correct	74	85	61	77	68	77	67	76	60	62
<b>Grade 5</b>										
Number Possible	14		16		12		17		16	
Mean Percent Correct	68	71	56	66	65	68	70	72	54	68

	Math									
	Place Value, Addition and Subtraction		Multiplication, Division and Fractions		Algebra and Functions		Measurement and Geometry		Statistics, Data Analysis and Probability	
Year	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
<b>Grade 2</b>										
Number Possible	15		23		6		14		7	
Mean Percent Correct	76	76	70	76	79	73	70	72	72	73

	Math									
	Place Value, Fractions and Decimals		Addition, Subtraction, Multiplication and Division		Algebra and Functions		Measurement and Geometry		Statistics, Data Analysis and Probability	
Year	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
<b>Grade 3</b>										
Number Possible	16		16		12		16		5	
Mean Percent Correct	79	81	76	79	77	83	80	85	90	87

	Math									
	Decimals, Fractions and Negative Numbers		Operations and Factoring		Algebra and Functions		Measurement and Geometry		Statistics, Data Analysis and Probability	
Year	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
<b>Grade 4</b>										
Number Possible	17		14		18		12		4	
Mean Percent Correct	75	82	73	80	75	85	65	75	71	80



	Math									
	Estimation, Percents and Factoring		Operations with Fractions and Decimals		Algebra and Functions		Measurement and Geometry		Statistics, Data Analysis and Probability	
Year	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
<b>Grade 5</b>										
Number Possible	12		17		17		15		4	
Mean Percent Correct	51	64	55	66	63	71	44	59	72	82

Conclusions indicated by the data:

English Language Arts:

1. Writing Strategies and Reading Comprehension were the lowest content clusters.
2. Third and fourth grade showed improvement from the previous grade in all clusters.

Mathematics:

1. Third graders increased their proficiency in all areas compared to their scores in second grade.
  2. Measurement and Geometry was an area in which students scored low.
- ~ This data does not factor in mobility.

**Table 8: California English Language Development (CELDT) Data**

Grade	2007/2008 and 2008/2009 California English Language Development Test (CELDT) Results											
	# Advanced		# Early Advanced		# Intermediate		# Early Intermediate		# Beginning		Number Tested	
	07/08	08/09	07/08	08/09	07/08	08/09	07/08	08/09	07/08	08/09	07/08	08/09
K	Not Available											
1	2	0	11	7	8	4	3	6	2	0	26	17
2	1	5	6	6	7	8	7	2	1	1	22	22
3	2	2	5	7	21	9	5	4	1	1	34	23
4	0	6	6	6	6	9	1	1	0	0	13	22
5	4	0	7	5	5	3	2	0	0	2	18	10
Total	9		35		47		18		4		113	

Students Meeting CELDT Criterion* 2007/2008						
Grade	First	Second	Third	Fourth	Fifth	Total
# Tested	26	22	34	13	18	113
% Meeting Criterion	50	27	21	38	50	35

Students Meeting CELDT Criterion* 2008/2009						
Grade	First	Second	Third	Fourth	Fifth	Total
# Tested	17	22	23	22	10	94
% Meeting Criterion	41	50	35	55	50	46

Conclusions indicated by the data:

1. The majority of students in grades one through five are classified "Intermediate" English language learners.
2. 46% of all English Learners met State Board of Education Criterion for English Proficiency.\* This is an increase of 11% from 2007/2008 and 21% higher than 2006/2007.

\*CELDT Criterion is an overall score of Early Advanced or higher and scores for each domain (Listening, Speaking, Reading, Writing) at intermediate or higher.

*Chart C: English Language Advisory Committee  
Needs Assessment Survey, 58 submitted*

*Choices: Strongly agree, Agree, No opinion, Disagree, Strongly disagree*

**1. I feel that my child is in a safe environment.**

(36) Strongly agree (22) Agree

**2. My child is receiving enough support in the academic classes.**

(25) Strongly agree (21) Agree (1) No opinion

**3. I feel accepted and welcomed when I visit the school.**

(41) Strongly agree (17) Agree

**4. I am informed of my child's progress.**

(42) Strongly agree (16) Agree

**5. I feel that the English Learner Program is working well for my child.**

(34) Strongly agree (17) Agree (4) No opinion

*(There were three missing responses to this question.)*

**6. I know how to get help for my child at school.**

(30) Strongly agree (24) Agree (2) No opinion

*(There were two missing responses to this question.)*

**7. Please feel free to write other needs or concerns. We also welcome explanations to your answers above if you would like to provide them.**

- We need one class of Punjabi. We want my son to learn and read Punjabi in school. We thank the school administrators.
- I think everything is good.
- My son has a wonderful teacher. Thank you!
- Sometimes my daughter was picked up by her grandmother, but nobody ever checked her I.D. or asked who she was.
- Spelling. I would be glad if my child gets more help in spelling and pronunciations, especially the usage of the letters e, u, l and y. Thanks.
- My children feel good in Center Unified School. I'm proud my children are in this school. Thanks again for helping my children.
- My child is very happy to go to school every day.
- If my child is BB on one or some areas/subjects, I would ask a teacher to give him extra homework to increase his knowledge. Also, it is very important to tell the parents about his low progress, not in the parent's conference only. It should be told much earlier. I'm looking forward to any extra help/classes for my child. Thank you.

Table 9: Percent Apportionment Attendance

**Dudley Elementary  
ADA Profile Reports 2006/2007**

<b>Month#</b>	<b>Month's Dates:</b>	<b>% Apportionment Attendance / Month</b>
1	08/09/06 - 09/01/06	97.69%
2	09/04/06 - 09/29/06	97.33%
3	10/02/06 - 10/27/06	96.73%
4	10/30/06 - 11/24/06	95.73%
<b>P-1</b>	<b>08/09/06 - 11/24/06</b>	<b>96.95%</b>
5	11/27/06 - 01/05/07	95.81%
6	01/08/07 - 02/02/07	94.56%
7	02/05/07 - 03/02/07	94.18%
8	03/05/07 - 03/30/07	96.11%
<b>P-2</b>	<b>08/09/06 - 03/30/07</b>	<b>96.05%</b>
9	04/02/07 - 04/27/07	96.12%
10	04/30/07 - 05/25/07	95.34%
11	05/28/07 - 06/07/07	94.57%
<b>Annual</b>	<b>08/10/06 - 06/07/07</b>	<b>95.92%</b>

**Dudley Elementary  
ADA Profile Reports 2007/2008**

<b>Month#</b>	<b>Month's Dates:</b>	<b>% Apportionment Attendance / Month</b>
1	08/08/07 - 08/31/07	97.14%
2	09/03/07 - 09/28/07	97.05%
3	10/01/07 - 10/26/07	96.30%
4	10/29/07 - 11/23/07	95.60%
<b>P-1</b>	<b>08/08/07 - 11/23/07</b>	<b>96.59%</b>
5	11/26/07 - 12/21/08	95.03%
6	01/07/08 - 02/01/08	94.29%
7	02/04/08 - 02/29/08	93.66%
8	03/03/08 - 03/28/08	94.93%
<b>P-2</b>	<b>08/08/07 - 03/28/08</b>	<b>95.49%</b>
9	03/31/08 - 04/25/08	96.10%
10	04/28/08 - 05/23/08	95.06%
11	05/26/08 - 05/29/08	94.68%
<b>Annual</b>	<b>08/08/07 - 05/29/08</b>	<b>95.49%</b>

**Dudley Elementary  
ADA Profile Reports 2008/2009**

<b>Month #</b>	<b>Month's Dates:</b>	<b>% Apportionment Attendance / Month</b>
1	08/04/08 - 08/29/08	97.11%
2	09/01/08 - 09/26/08	97.05%
3	09/29/08 - 10/24/08	96.34%
4	10/27/08 - 11/21/08	96.65%
<b>P-1</b>	<b>08/04/08 - 11/21/08</b>	<b>96.78%</b>
5	11/24/08 - 12/19/08	95.96%
6	01/05/09 - 01/30/09	95.58%
7	02/02/09 - 02/27/09	94.21%
8	03/02/09 - 03/27/09	94.68%
<b>P-2</b>	<b>08/10/09 - 03/27/09</b>	<b>95.94%</b>
9	03/30/09 - 04/24/09	96.23%
10	04/27/09 - 05/22/09	95.60%
11	05/25/09 - 05/28/09	95.91%
<b>Annual</b>	<b>08/04/09 - 05/28/09</b>	<b>95.91%</b>

Conclusions indicated by the data:

1. Dudley students maintained an attendance rate above the 95% goal. The attendance rate for each period and the annual total remains in the 95-96% range.

## Appendix D: Student Demographic Data Summary

School Demographic Characteristics October 2008 CBEDS																	
Female									Male								
	Am Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American Not Hispanic	White	Decline to State	Am Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American Not Hispanic	White	Decline to State	Total
Kdg		5		1	14	6	35	11	1	3			5	7	19	10	117
1 <sup>st</sup>		1		2	5	6	23	23		4			10	4	27	6	111
2 <sup>nd</sup>		2		1	10	4	21	14		4		2	6	6	36	12	118
3 <sup>rd</sup>		5			5	7	25	10		2			9	9	30	12	114
4 <sup>th</sup>	2	8	1	1	8	8	32	3		7		1	8	9	18	7	113
5 <sup>th</sup>	1	4	1	1	13	5	30	5	1	4		1	8	10	19	5	108
SDC							2						1		3		6
Total	3	25	2	6	55	36	168	66	2	24		4	47	45	152	52	687

Ethnic/Racial*	Percent
African American	18
American Indian or Alaska Native	3
Asian	9
Filipino	4
Hispanic or Latino	16
Pacific Islander	1
White (not of Hispanic origin)	42
*These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.	

Participants in Free or Reduced-Price Lunch	54
English Learners	14
Reclassified Fluent English Proficient	8
Participants in GATE	6
Students with Disabilities	12
Multi-track, Year-round School	No

Mobility	
School, CBEDS Date	93
LEA, CBEDS Date	93
This is a percentage of students who were counted as part of the school or LEA's enrollment on the October 2005 CBEDS data collection and who have been continuously enrolled since that date.	

Average Class Size	
Grades	Average
K-3	19
4-5	32

Parent Education Level	Percent
Percent with a response*	90
Of those with a response:	
Not a high school graduate	5
High school graduate	25
Some college	37
College graduate	22
Graduate school	11

\*This number is the percentage of student answer documents with stated parent education level information.

Average Parent Education Level	Average
	3.09
The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."	

Fully Credentialed Teachers	Percent
	100
Teachers with Emergency Credentials	0

Enrollment in Grades 2-11 on First Day of Testing	Number
	460
Students Exempted from STAR Testing Per Parent Written Request	0
Number of Students Tested	460

Enrollments	Percent
Grade 2	26
Grades 3-5	74

## 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)

*The staff at Dudley Elementary analyzes the California Standards Test, California English Language Development Test, Open Court and Harcourt assessments, and Accelerated Reader and Orchard reports to determine the effectiveness of instruction and make modifications to improve student achievement. Each teacher has created a plan to meet the academic needs of each individual learner. The plan was created by analyzing incoming students' test scores and the teacher's previous students' test results. Documentation and work samples show progress towards the academic goals they have set.*

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

*Each teacher has created a plan to meet the academic needs of each individual learner. The plan was created by analyzing incoming students' test scores and the teacher's previous students' test results. Documentation and work samples show progress towards the academic goals they have set. In addition, low-performing students are continuously monitored and their instruction is modified through the Student Study Team process. Finally, targeted learning classes have been created in first, second and fourth grade. Students can move into these classes to receive intensive, focused English-Language Arts instruction. Students who show significant progress towards the standards may move out of the class and into a heterogeneous class at the same grade level.*

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

*All Dudley Elementary certificated staff members have met the requirements for highly qualified staff.*

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

*N/A*

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

*All Dudley Elementary teachers are credentialed. Access to AB 466 training is not applicable.*

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

*Three district-wide, site collaboration days and staff meetings focus on student achievement as measured by the California Standards Test. All district certificated staff analyze their class' performance for each of the content standards in English Language Arts and Mathematics. Groups share instruction strategies to address the content standards in which students showed the least success. The Beginning Teacher Support and Assessment (BTSA) program is utilized for teachers new to the profession.*

*A district Academic Coach implements ongoing professional development activities in the areas of student achievement, instructional practices and technology.*

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

*A district Academic Coach implements ongoing professional development activities in the areas of student achievement, instructional practices and technology. The Academic Coach works closely with newly hired teachers. The Academic Coach also does regular classroom observations and assists tenured teachers as needed. The Beginning Teacher Support and Assessment (BTSA) program is utilized for teachers new to the profession.*

8. Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

*District-wide and site based collaboration days focus on student achievement as measured by the California Standards Test. Certificated staff analyzed their class' performance for each of the content standards in English Language Arts and Mathematics. Groups share instruction strategies to address the content standards in which students showed the least success.*

*At Dudley Elementary, staff meetings are periodically designated for grade level or cross-grade collaboration.*

### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

*Dudley Elementary students are provided with state adopted curriculum which is aligned to content standards. Teachers reference content standards in their lesson plans. Each teacher is observed at least twice monthly and receives written feedback regarding instructional practices as they relate to teaching the standards.*

*Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)*

*A reference chart that indicates the required instructional minutes for English/language arts and mathematics is available for the teaching staff. During weekly observations, lesson plans are examined to ensure that all instruction is standards-based.*



10. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

*Dudley has instituted an English Language Arts rotation. During this time, English learners receive instruction using Avenues curriculum. Non-English learners receive English Language Arts instruction according to their greatest need. Topics include: blending practice, fluency building, comprehension, grammar and writing*

*An intervention class is offered for one hour Monday through Thursday for students who have been retained or who are at risk of retention. A homework club, available to third through fifth grade students, is offered after school.*

*Targeted learning classes have been created in first, second and fourth grade. Students can move into these classes to receive intensive, focused English-Language Arts instruction. Students who show significant progress towards the standards may move out of the class and into a heterogeneous class at the same grade level.*

11. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

*State adopted standards-based instructional materials are available for all Dudley Elementary students. English learners are provided with additional instruction using Avenues curriculum.*

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

*State adopted standards-based instructional materials are available for all Dudley Elementary students. Open Court is used for English Language Arts and Harcourt is used for mathematics. English learners are provided with additional instruction using Avenues curriculum. All state-adopted curriculum includes intervention materials and suggestions for modifications in lessons for English learners and students not meeting standards as well as for high-achieving students who need to be challenged.*

*The intervention teachers use Open Court materials. Orchard software, which is standards-based computer-assisted instruction that utilizes Open Court lessons, is also used in the intervention class. Students practice reading fluency and comprehension using the Read Naturally program. For math, students in intervention use Harcourt intervention materials.*

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

*State adopted standards-based instructional materials are available for all Dudley Elementary students. English learners are provided with additional instruction using Avenues curriculum. All state-adopted curriculum includes intervention materials and suggestions for modifications in lessons for English learners and students not meeting standards.*

*Dudley has instituted an English Language Arts rotation. During this time, English learners receive instruction using the Avenues curriculum. Non-English learners*

*receive English Language Arts instruction according to their greatest need. Topics include: blending practice, fluency building, comprehension, grammar and writing.*

*All students in grades one through five use Orchard software. Orchard is standards-based computer-assisted instruction. Students also use Accelerated Reader which is a program that focuses on reading comprehension.*

*Targeted learning classes have been created in first, second and fourth grade. Students can move into these classes to receive intensive, focused English-Language Arts instruction. Students who show significant progress towards the standards may move out of the class and into a heterogeneous class at the same grade level.*

*Other services include: class size reduction in kindergarten through third grade, resource pull-out, speech and pathology services, occupational therapy, special day class, English language resource teacher and aide for pull-out services and counseling services*

14. Research-based educational practices to raise student achievement at this school (NCLB)

*All curriculum and materials used at Dudley Elementary are standards-based and research-based. This includes the state-adopted Open Court, Harcourt and Houghton-Mifflin curriculum as well as Orchard, Accelerated Reader and Read Naturally supplemental materials.*

### Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

*In September, every teacher meets with the school's resource teachers and principal to discuss every student's academic, emotional and financial needs. Also, to assist under-achieving students, Dudley Elementary sets up individual Student Study Team meetings to determine a plan of action to increase the student's academic proficiency. Outcomes from these meetings may include, but are not limited to: Access referrals, referral to the school counselor, Intervention class, referral to the nurse, Occupational Therapist screening, Speech and Language screening, academic and cognitive testing, etc. The Student Study Team may be comprised of an administrator, classroom teacher, resource teacher, counselor, English learner teacher and psychologist. A school breakfast and lunch program is available for qualifying students. Underachieving students may qualify for access to The Family Resource Center created through a California Healthy Start Grant.*

16. 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)

*Dudley Elementary has a School Site Council that meets a minimum of every other month. Key stakeholders are invited to participate in program planning and evaluation as part of the School Site Council via newsletters, fliers and auto-dialer messages.*

*Dudley Elementary's English Learner Advisory Committee is also presented with information regarding Dudley's Single Plan for Student Achievement and is asked for input regarding expenditures from categorical and general funds.*

## Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

*Dudley Elementary receives two categories of funds that can be used to target underperforming students. Lottery monies are used to purchase Open Court workbooks for kindergarteners and copies used for homework and class assessments. The School and Library Improvement Program Block Grant (SLIP) is used to fund a computer technician one hour per day to support the Orchard and Accelerated Reader computer program. The SLIP fund also is used for the salary of a .6FTE school counselor to increase student connectedness. This fund is used to hire substitutes to cover classes while the teacher is in SST meetings to discuss individual students' progress, to purchase unlimited copies for staff through the district's copy center and to purchase supplemental materials and software.*

## **Appendix F: School Site Council By-Laws**

### **ARTHUR S. DUDLEY SCHOOL SITE COUNCIL BY-LAWS**

#### **ARTICLE I**

The Name of this committee shall be the DUDLEY SCHOOL SITE COUNCIL.

#### **ARTICLE II**

##### **Section 1: Purpose**

To analyze student data, create achievement goals based on the student data and assist in the development of the Single School Plan for Student Achievement.

##### **Section 1a**

Have ongoing responsibility to review with the principal, teachers and other school personnel, including parents of pupils, the implementation of the school improvement program; and to assess periodically the effectiveness of the programs.

##### **Section 1b**

Annually review the school improvement plan required by the Education Code.

##### **Section 1c**

Establish a school budget that is consistent with the Education Code, and if necessary, make modifications in the plan to reflect changing improvements, needs and priorities.

#### **ARTICLE III:**

##### **Section 1: Membership**

The Council shall be composed of the principal and representatives of teachers; non-voting council alternates, and other school certified personnel, and five elected parents of the students at Dudley Elementary. The council shall be constituted so as to ensure parity between (a) the principal, classroom teachers and other school personnel, and (b) the parent representatives who are elected by parents.

##### **Section 1a**

Classroom teachers shall comprise the majority of those persons representing school staff.

##### **Section 1b**

Council members and alternates representing parents will not be employees of Arthur Dudley Elementary School.

#### Section 1c

Membership of this committee will not exceed ten (10) persons.

#### Section 1d

Resignation will be accepted only upon written notice to the officers of the Council.

#### Section 2: Terms of Office

Members shall serve for up to two-year terms. No member will serve more than one consecutive term, unless there is no other interested party, except the principal or the principal's designee.

#### Section 3: Selection of Membership

Membership is by application. Applications in writing, or by telephone, will be accepted beginning on the first day of school. Nominations will be given to the principal, vice principal, the election committee, or holder of a SIP-funded position. The deadline for nomination or application will be no later than six weeks into the school year. Elections will be held at the first Council meeting. Candidates will be voted onto the council by attending the first official Council meeting or five days prior to the first meeting.

#### Section 3a

Any member may be removed by a two-thirds (2/3) vote of all members and sitting on School Site Council whenever, in the judgment of the Council, the best interest of the school would be served thereby.

#### Section 4: Vacancy

Vacancies which result from member removal, member relocation, or resignations, or for any other reason, may be filled by application or appointment as may be necessary. The committee will approve the application or appointment to fill a vacant position by a two-thirds (2/3) majority in a secret ballot.

#### Section 4a

Should an elected member resign before new elections are held, the chair shall appoint a member in good standing to temporarily assume that officer's post until the next regular meeting, when that vacancy can be filled.

### **ARTICLE IV: OFFICERS**

#### Section 1: Council Officers Composition and Duties

The officers of Dudley School Site Council shall be comprised of a chairperson, vice-chairperson and a recording/corresponding secretary.

#### Section 1a

The chairperson shall preside at all meetings of the Council, and may sign all letters, reports and other communications of the Council. The chairperson shall perform all duties usual and incidental to the office of the chairperson, and such other duties as may be prescribed by the Council from time to time. It is preferred that the chairperson will not be the principal or the principal's administrative designee.

#### **Section 1b**

In the absence or disability of the chairperson, the vice-chair shall assume the duties of the chairperson.

#### **Section 1c**

The recording/corresponding secretary will record the minutes of each meeting and properly transmit those minutes to members of the Council, Council alternates, and to such other persons or organizations as the Council may deem appropriate. The SIP employee will provide one week's notice of regularly scheduled meetings, and will function as custodian of all Council meeting minutes and reports. Only at the principal's directions, the secretary may furnish for review any School Site Council documents. The secretary of SIP employee is responsible for preparing the Council's meeting agenda from items submitted at least one week prior to the meeting, and placed in the School Site Council box in the school office.

### **ARTICLE V**

#### **Section 1: Election of Officers**

All officer candidates shall first be nominated by the Dudley School Site Council in an open vote, at the first meeting or as soon as possible afterwards.

#### **Section 2: Removal of Officers**

Any officer elected or appointed by the Council may be removed by a two-thirds (2/3) vote of the majority present, whether at regularly scheduled or special meetings, if in the judgment of the Council the best interests of the school would be served thereby.

#### **Section 3: Vacancy of Offices**

Any vacancy in an office arising from the resignation, removal, relocation, death, disqualification, etc. of an officers, may be filled by the Council for the unexpired portion of that officer's term, in accordance with Article III, Section 4.

### **ARTICLE VI**

#### **Section 1: Meetings**

The Council membership shall convene once per month on the third Thursday of each month at 3:30 p.m. or as deemed necessary by the Council. If a member cannot be present for a meeting, that member is required to select an alternate in writing from the Council alternates list. Such alternate shall have full voting privileges.

#### **Section 1a**

Special meetings may be called by the chairperson, or by a majority vote of the Council, as deemed necessary to conduct the business of the Council.

#### **Section 1b**

Notice shall be given prior to all regular and special meetings. Such notice shall be in writing or by telephone, and shall state the date, hour and location of the meeting. Notice shall be delivered not less than five (5) days prior to the meeting.

#### **Section 1c**

Outgoing officers will preside over the transitional meeting, held in October. New officers shall assume their duties at the close of that meeting, under New Business.

#### **Section 2**

All meetings of the Council, or of any appointed committee, shall be open to the public. Employees of the school or district, Dudley School parents, or other members of the community within the Center Unified School District shall have the right to attend. Attendees, guests and speakers shall require the prior approval of the Council to attend, if they are not from within Center Unified School District boundaries.

### **ARTICLE VII**

#### **Section 1: Quorum**

A majority of Council members and alternates will be six (6) and will be called a quorum. A quorum will be necessary to conduct the business of the Council.

#### **Section 2: Decisions of the Council**

The presence of the majority of Council members, constituting a least six (6) members, shall be required in order for any decision to become final.

#### **Section 2a: Committees**

The chair shall appoint such committees as he/she considers necessary at any time, or as directed by the majority of the members present.

#### **Section 2b: By-Laws**

These by-laws may be amended at any regular meeting by a two-thirds (2/3) vote of the quorum.

## **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 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.

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

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

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



# Dudley Elementary School

8000 Aztec Way Antelope, CA 95843 • (916) 338-6470

Michael Jordon, Principal

## School Accountability Report Card

### School Profile

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

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

### Parent Involvement

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

### Contact Information

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

### Enrollment By Grade

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

### Class Size

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

### Discipline & Climate for Learning

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

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

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

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

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

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

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

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

## Safe School Plan

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

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

## School Facilities

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

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

## Teacher Assignment

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

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

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

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

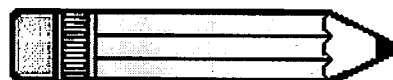
## Highly Qualified Teachers

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

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

## Staff Development

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



## Counseling & Support Staff

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

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

## Instructional Materials

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

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

## Additional Internet Access/Public Libraries

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

## Curriculum Development

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

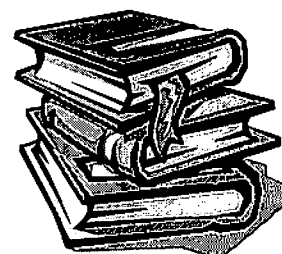
Teachers undergo an annual review and discussion of STAR results with members of their grade level and with the principal.

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

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

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

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



## District Expenditures

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

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

## District Revenue Sources

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

## Teacher & Administrative Salaries as a Percentage of Total Budget

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

### School Site Teacher Salaries

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

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

	District	State
Beginning Teachers	\$35,512	\$39,692
Mid-Range Teachers	\$58,514	\$62,830
Highest Teachers	\$74,794	\$80,472
Elementary School Principals	\$83,742	\$98,460
Middle School Principals	\$87,339	\$104,522
High School Principals	\$100,734	\$114,549
Superintendent	\$157,739	\$166,547

Salaries as a Percentage of Total Budget		
Teacher Salaries	44.3%	40.2%
Administrative Salaries	5.3%	5.8%

### CAT-6

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

### Physical Fitness

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

5th Grade	
School	
School Overall	33.6%
School (Boys)	19.6%
School (Girls)	46.0%
District	
District Overall	38.7%
District (Boys)	29.5%
District (Girls)	47.4%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%



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

#### % At or Above 50th Percentile

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

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



## California Standards Test

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

Combined % of Students Scoring at Proficient and Advanced Levels																											
Language Arts												Math												Science			
2			3			4			5			2			3			4			5			5			
05 06 07			05 06 07			05 06 07			05 06 07			05 06 07			05 06 07			05 06 07			05 06 07			05 06 07			
All Students																											
School	53	59	59	49	55	59	59	50	57	52	59	49	52	63	64	70	74	73	57	61	61	45	52	45	29	35	31
District	52	55	58	36	50	47	54	56	56	55	50	48	65	61	62	61	70	69	61	67	65	53	49	41	27	29	33
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	45	61	59	45	48	56	55	45	46	48	56	46	69	68	64	74	74	73	60	63	55	49	48	52	30	30	36
District	47	52	59	34	46	43	50	53	46	47	45	46	71	61	65	62	72	68	60	66	62	51	44	45	27	24	37
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	58	59	58	53	60	61	62	56	67	59	62	53	38	56	63	67	73	72	55	59	65	39	57	38	27	41	28
District	58	58	56	37	56	50	60	59	66	65	56	50	57	60	61	62	69	71	61	69	67	54	54	37	28	33	28
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Socioeconomically Disadvantaged																											
School	45	47	49	37	47	36	47	45	45	48	50	47	49	52	54	67	62	62	47	57	52	33	41	38	19	11	22
District	47	44	48	24	37	32	44	51	46	45	42	39	66	53	52	60	64	58	53	61	58	43	41	31	18	17	26
State	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22
African American																											
School	59	41	33	24	47	50	45	38	50	38	36	41	47	35	39	56	76	57	32	48	69	25	29	27	13	21	27
District	41	51	35	23	38	37	47	44	57	43	35	41	43	46	36	50	54	51	44	56	63	37	34	22	16	16	20
State	34	38	39	22	27	27	35	37	39	30	30	32	42	44	44	39	41	42	34	38	41	28	31	32	16	18	22
Asian																											
School	*	*	75	*	*	69	*	*	*	*	*	*	*	*	81	*	*	85	*	*	*	*	*	*	*	*	*
District	49	68	68	52	52	60	61	63	61	66	64	54	61	77	74	84	78	88	78	89	78	69	64	54	31	15	41
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60
Hispanic																											
School	44	55	69	78	52	47	43	42	57	56	50	*	31	50	50	78	74	58	21	53	62	38	21	*	25	29	*
District	55	49	68	33	51	38	49	43	53	46	47	50	62	54	59	62	65	66	47	63	64	43	40	40	17	30	31
State	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23
Caucasian																											
School	52	60	59	48	62	68	55	55	59	54	71	50	59	68	73	71	73	79	69	64	60	49	66	50	33	47	39
District	54	55	60	40	55	51	58	60	61	61	55	48	70	62	69	62	73	70	67	70	64	60	53	46	34	33	39
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
Students with Disabilities																											
School	*	7	*	*	*	17	*	*	*	0	*	*	*	7	*	*	*	22	*	*	*	0	*	*	0	*	*
District	11	13	18	7	24	10	22	13	22	14	13	9	37	18	25	17	36	16	30	18	23	14	11	15	9	9	14
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16
English Learners																											
School	27	19	61	19	10	17	35	0	28	17	15	*	27	50	70	56	55	50	61	33	50	11	23	*	0	0	*
District	40	37	54	11	27	16	27	32	24	27	17	18	57	48	61	53	65	57	53	54	52	37	25	18	5	6	13
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11

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



## Academic Performance Index

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

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

## Federal Intervention Program

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

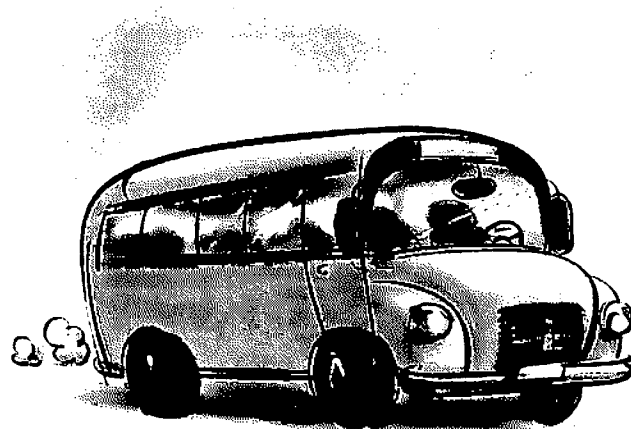
## Data Sources

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

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

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

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



# *Center Unified School District*

**AGENDA REQUEST FOR:**

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

**Date:** October 29, 2009

**Action Item**   X  

**To:** Board of Trustees

**Information Item**

**From:** Kathleen Lord, Principal

**# Attached Pages**       

**Principal's Initials:** KL

**SUBJECT:**

Please approve North Country's:

Single Plan for Student Achievement

**RECOMMENDATION: APPROVAL**

# The Single Plan for Student Achievement

## North Country Elementary School

34-73973-6108948

CDS Code

Date of this revision: September 30, 2009

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: Kathleen Lord

Position: Principal

Telephone Number: (916) 338-6480

Address: 3901 Little Rock Drive Antelope, CA 95843

E-mail Address: [klord@centerusd.k12.ca.us](mailto:klord@centerusd.k12.ca.us)

**Center Joint Unified School District**

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:

<b>SCHOOL GOAL # 1: After an analysis of STAR results, it was evident that a deficiency in writing strategies exists across grade levels. Student achievement will be maximized through exposure to STAR release questions and writing instruction for all learners.</b>				
Student groups and grade levels to participate in this goal: <b>All</b>		Anticipated annual performance growth for each group: <b>Proficiency in writing strategies, subgroups to meet AYP of 56.8%</b>		
Means of evaluating progress toward this goal: <b>Direct Writing Assessment, Classroom writing assignments</b>		Group data to be collected to measure academic gains: <b>STAR scores</b>		
<b>Actions to be Taken to Reach This Goal<sup>1</sup></b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date<sup>2</sup></b> Completion Date	<b>Proposed Expenditures<sup>3</sup></b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>Students will demonstrate their knowledge of the writing process at their grade level by developing skills with conventions of writing and writing to develop fluency. Title I student support in small groups to be scheduled M-TH in addition to staff development in writing strategies and Depth &amp; Complexity workshop.</b>	<b>August 2009- May 2010</b>	<b>\$400 Nancy Craig workshop</b>		<b>SLIP</b>

<sup>1</sup> See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

<sup>2</sup> List the date an action will be taken or will begin, and the date it will be completed.

<sup>3</sup> 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:

<b>PROGRAM SUPPORT GOAL # 2 – All subgroups will reach AYP (Adequate Yearly Progress) target goals as defined by CA Department of Education in English Language Arts.</b> <b>English Language Learners in grades 1-5 will receive at least 30 minutes of intense instruction in a language rotation group including Avenues, SIPPS or core literature. Kindergarten students will work on letter name and sound recognition through core curriculum and the So Simple kinesthetic sight word program.</b>				
Groups participating in this goal (e.g., students, parents, teachers, administrators) <b>ALL</b>		Anticipated annual growth for each group: <b>Each subgroup will meet AYP targets: 56.8% proficient in English Language Arts.</b>		
Means of evaluating progress toward this goal: <b>Periodic mastery SIPPS assessments, Open Court unit assessments</b>		Group data to be collected to measure gains: <b>STAR scores</b> <b>Aeries Gradebook</b>		
<b>Actions to be Taken to Reach This Goal<sup>4</sup></b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date<sup>5</sup></b> <b>Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<b>Intensive 30 minute school-wide language groups, Title I support</b>	<b>August 2009-May 2010</b>	<b>SIPPS Phonics KITS</b>	<b>\$2,000</b>	<b>SLIP</b>

<sup>4</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>5</sup> 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 participates 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 participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school	\$ 0
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program	\$ 0
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 31,567 (s)
<input checked="" type="checkbox"/> Art, Music and PE Block Grant (one time) <u>Purpose:</u> Art and music enrichment	\$ 0
<input checked="" type="checkbox"/> Art, Music and PE Grant (ongoing) <u>Purpose:</u> Art and Music enrichment	\$ 80,516 (d)
<input checked="" type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring	\$ 25,919 (d)
<input checked="" type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school	\$ 134,173 (d)
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$ 43,923 (s)
<input checked="" type="checkbox"/> School Improvement Program Fund <u>Purpose:</u> Improve school programs	\$ 0
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety	\$ 72,214 (d)
<input checked="" type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students	\$ 3,000 (d)
<input checked="" type="checkbox"/> GATE	\$ 3,914 (s)
<input checked="" type="checkbox"/> Lottery	\$ 5,739 (s)
Total amount of state categorical funds allocated to this school	\$315,822- district controlled \$85,143- site controlled

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$ 0
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$ 0
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
<input checked="" type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 267,143 (s)
<input checked="" type="checkbox"/> 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
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 189,382 (d)
<input checked="" type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 4,564 (d)
<input checked="" type="checkbox"/> 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	\$ 62,605 (d)
<input checked="" type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 13,792 (d)
<input checked="" type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 302 (s)
<input type="checkbox"/> 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	\$270,343— district controlled \$267,445— site controlled
Total amount of state and federal categorical funds allocated to this school	\$586,165— district controlled \$352,588— 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 Student
Kathleen Lord	X				
Lyndsey Moss				X	
Samantha Duncan				X	
Dennis Duncan				X	
Stephen Kyle		X			
Jason Farrel			X		
Yelena Leontieff			X	X	
Numbers of members of each category	1	1	2	4	

---

<sup>6</sup> 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.
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
  - ☒ English Learner Advisory Committee
  - ☐ Community Advisory Committee for Special Education Programs
  - ☐ 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:  
7.

Attested:

Kathleen Lord

\_\_\_\_\_  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Yelena Leontieff

\_\_\_\_\_  
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
<b>I. Involvement</b>															
Involve parents and community in planning and implementing the school plan	EC 52055.625(b)(1)(C), (2)(C), (e)							X							
	EC 52055.620(a)(4)							X							
	EC 52054						X								
	EC 35294.1(b)(2)(C)												X		
	5CCR 3932	X	X	X	X	X	X		X		X	X			
	20 USC 7115(a)(1)(E)					X					X				
	20 USC 6316(b)(3)														
	20 USC 6315(c)(1)(G)			X											
	20 USC 6314(b)(1), (2)(A)				X										
Advisory committee review & recommendations	EC 64001(a)	X	X	X	X	X	X		X		X	X			
Written notice of PI status	EC 52055.620(b)(1)							X							
	20 USC 6316(b)(3)					X									
<b>II. Governance and Administration</b>															
Single, comprehensive plan	EC 64001(a), (d)	X	X	X	X	X			X	X	X	X		X	X
	EC 52853	X	X	X	X	X						X			
	EC 41572														X
	EC 41507													X	
	EC 35294.1(a)												X		
	20 USC 7114(d)(2)										X				
	20 USC 6315(c)(1)(B)			X											
	20 USC 6314(b)(2)(A)				X										

\* 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)	X	X	X	X	X			X	X	X	X		X	X
SSC developed plan and expenditures	EC 64001(a)	X	X	X	X	X			X	X	X	X		X	X
	EC 41572														X
	EC 41507														
	EC 35294.1(b)(1)												X	X	
SSC annually updates the plan	EC 64001(g)	X	X	X	X	X			X	X	X	X		X	X
	EC 35294.2(e)														
Governing board approves SPSA	EC 64001(h)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	EC 52055.630(b)							X							
Policies to insure all groups succeed	20 USC 6316(b)(3)					X									
Specify role of school, LEA, and SEA; and coordination with other organizations	20 USC 6316(b)(3)					X									
Submit High Priority annual report after public LEA governing board review	EC 52055.640							X							
<b>III. Funding</b>															
Plan includes proposed expenditures to improve academic performance	EC 64001(g)	X	X	X	X	X	X		X	X	X	X			
	EC 52853	X	X	X	X	X									
	EC 52054						X								
	20 USC 6316(b)(3)					X									
	20 USC 6315(c)			X											
	20 USC 6314(b)(2)(A)				X										
Describe centralized services expenditures	5 CCR 3947(b)	X	X												
<b>IV. Standards, Assessment, and Accountability</b>															
Comprehensive assessment and analysis of data	EC 64001(f)	X	X	X	X	X	X		X	X	X	X			
	EC 52055.620(a)(1) - (3)							X							
	EC 52054						X								

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)										X				
	20 USC 6314(b)(1), (2)(A)				X										
Evaluation of improvement strategies	EC 64001(f)	X	X	X	X	X			X	X	X	X			
	EC 52853	X	X	X	X	X						X			
	EC 52055.625(c)							X							
	EC 35294.2(e)												X		
	EC 32228.5(b)												X		
	20 USC 7115(a)(2)										X				
Ongoing monitoring and revision	20 USC 6315(c)(2)(B)														
Assessment results available to parents	EC 35294.2(e)												X		
	20 USC 7115(a)(1)(E)										X				
	20 USC 6314(b)(2)(A)				X										
<b>V. Staffing and Professional Development</b>															
Provide staff development	EC 52853	X	X	X	X	X						X			
	EC 52055.625(d)(1)(B),(C)							X							
	EC 32228(b)(2)												X		
	20 USC 6316(b)(3)					X									
	20 USC 6315(c)(1)(F)			X											
	20 USC 6314(b)(1), (2)(A)				X										
Budget 10% of Title I for staff development	20 USC 6316(b)(3)					X									
Provide highly qualified staff	EC 52055.625(b), (d)							X							
	20 USC 6315(c)(1)(E)			X											
	20 USC 6314(b)(1), (2)(A)				X										
Distribute experienced teachers	EC 52055.620(d)							X							
<b>VI. Opportunity &amp; Equal Educational Access</b>															
Describe instruction for at-risk students	EC52853	X	X	X	X	X						X			

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)	X	X	X	X	X	X		X	X	X	X			
state standards	20 USC 6314(b)(1), (2)(A)				X										
	20 USC 6315(c)			X											
Describe auxiliary services for at-risk	EC 52853	X	X	X	X	X						X			
students	EC 52055.620(a)(7)							X							
	20 USC 7114(d)(2)(E)										X				
	20 USC 6315(c)			X											
	20 USC 6314(b)(1), (2)(A)				X										
Avoid Isolation or segregation	5CCR 3934	X	X	X	X	X						X			
<b>VII. Teaching and Learning</b>															
Goals based on performance	EC 64001(f)	X	X	X	X	X	X		X	X	X	X			
	20 USC 7115(a)(1)(A)										X				
Define objectives	EC 52054						X								
	20 USC 7114(d)(2)(B)										X				
	20 USC 6316(b)(3)					X									
Steps to intended outcomes	EC 52054						X								
	5CCR 3930		X	X	X	X			X						
Account for all services	5CCR 3930		X	X	X	X			X						
Provide strategies responsive to	EC 52055.620(a)(3)							X							
student needs	EC 52054						X								
	5CCR 3931	X	X	X	X	X			X		X	X			
	20 USC 7114(d)(2)(E)										X				
	20 USC 6315(c)			X											
	20 USC 6314(b)(2)(A)				X										
Describe reform strategies that:	20 USC 6314(b)(1), (2)(A)				X										
-Allow all to meet/exceed standards;	20 USC 6315(c)			X	X										
-Are effective, research based;	20 USC 6316(b)(3)				X	X									



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)			X											
	20 USC 6314(b)(1)(B)				X										
-Strengthen core academics;	EC 52054				X		X								
-Address under-served populations;	EC 52055.625(b), (c)				X			X							
-Provide effective, timely assistance;	20 USC 6314(b)(1)(I), (2)(A)				X										
-Increase learning time	20 USC 6316(b)(3);					X									
	20 USC 6314(b)(1)(B), (2)				X										
-Meet needs of low-performing students	20 USC 6315(c)(A);			X											
	20 USC 6314(b)(1)(B), (2)				X										
-Involve teachers in academic assessments	20 USC 6314(b)(1)(H), (2)				X										
-Coordinate state and federal programs	20 USC 6315(c)(1)(H)			X											
	20 USC 6314(b)(1)(J), (2)(A)				X										
-Transition from preschool	20 USC 6315(c)(1)(D)			X											
	20 USC 6314(b)(1)(G), (2)(A)				X										
Provide an environment conducive to learning	EC 52055.625(f)(1)							X							
	EC 52055.620(a)(6)							X							
	20 USC 7114(d)(1)										X				
Enable continuous progress	5CCR 3931	X	X	X	X	X			X		X	X			
Acquire basic skills, literacy	EC 52055.625(b)(1), (c)(1)							X	X						
	5CCR 3937	X	X	X	X	X						X			
Align curriculum, strategies, and materials with state standards or law	EC 52853	X	X	X	X	X						X			
	EC 52055.625(b)(2)(D), (c)							X							
Provide high school career preparation	5CCR 4403		X												

## **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		All Students			White			African-American			Hispanic		
		2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number (#) and Percent (%) At or Above Proficient	#	173	163	186	73	88	108	18	*	*	29	27	28
	%	50	49	60	48	56	62	40	*	*	43	36	52
TOTAL NUMBER AND PERCENT	#	347	328	311	153	167	175	45	48	42	55	74	54
	%	100	100	100	44	51	56	13	14	14	16	23	17

\*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 over the past two years and continues to not be large enough to be a statistically significant subgroup.
3. As a whole, student scores showed a substantial increase from 2008 to 2009. School population has decreased slightly over the past 3 years.

**Table 2: Academic Performance by Ethnicity: Mathematics**

API PROFICIENCY LEVEL		All Students			White			African-American			Hispanic		
		2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number (#) and Percent (%) At or Above Proficient	#	195	180	203	116	97	116	16	33	20**	33	33	29**
	%	56	55	65	67	58	67	36	59	59	45	59	66
TOTAL NUMBER AND PERCENT	#	347	328	311	172	167	174	45	56	43	74	56	54
	%	100	100	100	43	51	56	13	16	14	23	16	17

\*Not a statistically significant subgroup

\*\* Not all grade levels represented in figures due to small number of students tested.

Conclusions indicated by the data: All students met AYP in mathematics.


**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		
		2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number (#) and Percent (%) At or Above Proficient	#	51	40	49	39	28	38	43	57	53	40	38	46
	%	64	54	60	42	33	50	53	69	76	43	49	55
Number and Percent At Basic	#	21	21	24	34	34	25	29	19	14	42	25	32
	%	26	28	30	37	40	33	36	23	20	45	32	38
Number and Percent Below Basic	#	7	9	5	13	11	11	3	4	1	7	10	3
	%	9	12	6	14	13	14	4	5	1	7	13	4
Number and Percent Far Below Basic	#	1	4	3	7	12	2	6	3	2	5	4	3
	%	1	5	4	8	14	3	7	4	3	5	5	4
TOTAL NUMBER AND PERCENT	#	80	74	81	93	85	76	81	83	70	93	77	84
	%	100	100	100	100	100	100	100	100	100	100	100	100

Conclusions indicated by the data:

1. Below and far below basic scores reflect the drop in reading comprehension and writing strategies. Grades 2 and 3 are adjusting 30 minute

workshop periods to include intense instruction in fluency, comprehension and writing strategies.

**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		
		2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number (#) and Percent (%) At or Above Proficient	#	51	40	60	39	51	56	43	67	51	40	22	44
	%	64	54	74	42	60	74	53	81	71	43	29	54
Number and Percent At Basic	#	21	21	15	34	16	7	29	11	16	42	27	28
	%	26	29	19	37	19	9	36	13	22	45	35	35
Number and Percent Below Basic	#	7	8	6	13	11	13	3	5	5	7	24	11
	%	9	11	7	14	13	17	4	6	7	7	31	14
Number and Percent Far Below Basic	#	1	5	0	7	7	0	6	1	0	5	3	6
	%	1	7	0	8	8	0	7	1	0	5	4	7
TOTAL NUMBER AND PERCENT	#	80	74	81	93	85	76	81	83	72	93	77	77
	%	100	100	100	100	100	100	100	100	100	100	100	100

Conclusions indicated by the data:

1. 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 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		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate %	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Number at or above Proficient	173	167	187	81	84	107	30	25	30	35	33	40	80	70	102
Percent at or above Proficient	49.1	53.2	57.7	44.8	56.4	58.9	49.2	40	50.8	47.3	41.3	44.2	42.6	44.8	49.8
AYP Target	24.4	35.2	46.0	24.4	35.2	46.0	24.4	35.2	46.0	24.4	35.2	46.0	24.4	35.2	46.0
Met AYP Criteria	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES

**Conclusions indicated by the data:**

1. In 2007, North Country's API was 793, in 2008 we scored at 787 and in 2009, 816. We met AYP met in all subgroups each of the past three years, with the exception of EL Learners this past reporting period. Numerically significant subgroups are White, Hispanic, English Learners and Socio-economic disadvantaged.
2. EL Learners will be receiving intense instruction 30 minutes daily in Avenues or Phonemic Awareness in a Language rotation group.
3. Students will be exposed to state standards including a focus in writing strategies through classroom instruction and release questions.

**Table 6: Mathematics Adequate Yearly Progress (AYP)**

AYP Proficiency Level	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP														
	All Students			White			Hispanic			English Learners			Socioeconomically Disadvantaged		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate %	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Number at or above Proficient	195	179	204	99	92	116	34	30	33	42	44	55	89	73	120
Percent at or above Proficient	55.4	58	63.2	57.2	61.7	63.7	55.7	48.2	56.9	58.8	55	56.7	47.3	46.6	58.8
AYP Target	26.5%	37.0%	47.5%	26.5%	37.0%	47.5%	26.5%	37.0%	47.5%	26.5%	37.0%	47.5%	26.5%	37.0%	47.5%
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 2007, North Country's API was 793, in 2008 we scored at 787 and in 2009, 816. We met AYP 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 all standards through core curriculum and release question work booklets.

**Table 7: California English Language Development (CELDT) Data**

**California English Language Development Test (CELDT) Results**

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#		#		#		#		#		#
K	0		0		8		6		8		22
1	0		4		14		3		3		24
2	0		6		11		7		2		26
3	1		3		17		5		2		28
4	0		8		11		2		2		23
5	0		5		4		1		1		11
<b>Total</b>	<b>1</b>		<b>26</b>		<b>65</b>		<b>24</b>		<b>18</b>		<b>134</b>

**Conclusions indicated by the data:**

1. Kindergarten students represent the majority of Beginning and Early Intermediate English Learners. Students receive support through classroom instruction 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 1-5 receive direct instruction from either a classroom teacher or instructional aide in Avenues in addition to reading instruction in their home classrooms. Intermediate and Early Advanced students in grades 1-5 receive 30 minutes of instruction in the SIPPS program above and beyond the Open Court reading curriculum.



## **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 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.

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

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

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

## **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

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Student

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Teacher

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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, two-way, 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
2. 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 RESPONSIBILITIES 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)



# Center Unified School District

AGENDA REQUEST FOR

DEPT./SITE: Spinelli Elementary

ACTION ITEM     X    

TO: Board of Trustees

INFORMATION ITEM         

DATE: November 2, 2009

# ATTACHED PAGES 6 books

FROM: Kristin Schmieder

PRINCIPAL'S INITIALS KS.

**SUBJECT:**

We would like the Board to approve our Single Plan for Student Achievement for the 2009-2010 school year.

**CONSENT AGENDA**

# The Single Plan for Student Achievement

Spinelli Elementary School  
Center Unified School District

34-73973-6032924  
CDS Code

Date of this revision:      October 2009

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](mailto:kriss@centerusd.k12.ca.us)

The District Governing Board approved this revision of the School Plan on November 18, 2009.

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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 pre-school 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 School Publishers Math Program* in grades K-5.

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, 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 School Publishers 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.
- An Academic Coach provides 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*. In the 2009-2010 school year we implemented the *Harcourt School Publishers Math Program*. 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. We operate two state of the art computer labs to accommodate students grades K-5.

#### 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, an academic coordinator, and three 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 a part time ELD teacher to serve the needs of our English 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.
- 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, an academic coordinator, and three 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:

<b>Academic</b>	<b>Health</b>	<b>Social/Emotional</b>	<b>Basic Needs</b>
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:

<b><u>Identification</u></b> of all students, kindergarten through grade 5, who are in need of supplemental instruction in Reading/ Language Arts and Math, based on assessment data.	<b><u>A Title 1 Teacher and Academic Coordinator</u></b>  Provide individual and small group instruction in Reading/ Language Arts and Math.	<b><u>3 Instructional Specialists</u></b>  Provide individual and small group instruction in Reading/ Language Arts and Math, and offer emotional and behavioral support to the students.	<b><u>Step Up To Writing</u></b>  A writing program designed to be used across the curriculum in grades 1-5.
<b><u>Extended Day Programs</u></b>  Before school classes to assist at-risk students in Language Arts and Math.	<b><u>Supplemental Materials</u></b>  Literature, literacy resources, computer software, and various manipulatives are available for classroom use.	<b><u>Math Facts in a Flash</u></b>  Assists students in mastering math facts from basic addition to decimals, squares, and fractions.	<b><u>Harcourt Math Intervention</u></b>  Software which directly supports the classroom math curriculum.
<b><u>Computer Labs</u></b>  Students have access to one of our two computer labs. These labs are used for computer-assisted instruction and research projects.	<b><u>Computer-assisted instruction</u></b>  Students have access to the <i>SuccessMaker</i> program. This individualized program addresses specific Language Arts and Math needs. It is available in grades, Kindergarten through 5 <sup>th</sup> .	<b><u>Accelerated Reader</u></b>  A computerized reading incentive program, which helps to motivate students to read by setting individual reading goals and assessments.	<b><u>Read Naturally Program:</u></b>  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.

<i>How do we meet the physical needs of our students?</i>			
Approximately one-fourth of our students eat <b>breakfast</b> at school daily, and three-fourths eat school <b>lunch</b> .	We have a small <b>clothes closet</b> for students in need.	Through a partnership with the <b>Antelope Mom's Club</b> , we are able to provide school supplies, backpacks, and clothing for students.	We refer families for immediate food needs. We <b>host families</b> for Thanksgiving and Christmas meals. We provide toys and clothing to needy families at Christmas.
<i>How do we meet the social needs of our students?</i>			
The social needs of our students are met through the <b>Second Step Violence Prevention</b> curriculum used in classrooms weekly.	<b>Primary Intervention Program</b> We have a PIP on our campus for students who may "fall through the cracks"; giving them tools for developing friendships.	<b>Spinelli Buck Store</b> Every Friday students who received Spinelli bucks for "doing the right thing" get to shop for items in our Spinelli Buck store.	To recognize and show the importance of positive behavior choices, we have <b>Tiger Days</b> where we celebrate "Students of the Month", and give all students the opportunity to be team players and build self confidence by creating performances for the student body.
<b>School Clubs:</b> Walking Club Arts & Crafts Club Garden Club Choir	<b>Peacekeeper Program</b> Students who qualify must maintain good grades, be role models for their peers, and have the skills to help students resolve conflicts in a peaceful manner.	We have a <b>buddy check in system</b> where students who have difficulty making appropriate social choices check-in with a staff member on a daily basis.	<b>P.E. Interns</b> We have a partnership with CSUS Physical Education Department, where we host P.E. Interns for eight week cycles as student teachers. Our students learn a variety of physical fitness activities, and develop a teamwork approach to sports activities.

***How do we meet the emotional needs of our students?***

Spinelli was awarded a \$400,000.00 <b>Healthy Start</b> Grant in June of 2000. Our Healthy Start program is still in operation today, extending the grant far beyond the initial three years of funding.	Through <b>Terkensha Mental Health</b> , our families have access to mental health services increasing students' abilities to function in school, at home, and in the community. These services are provided on the Spinelli campus.	We are fortunate to have an <b>Americorps</b> worker on campus several days a week to work one-on-one with students needing emotional and/or academic support.	Occasionally we make <b>home visits</b> to support students who need that connection to be successful in school.
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***How do we meet the academic needs of our students?***

Being a School-wide Title 1 school, we offer a variety of interventions to meet the needs of all learners. These interventions can be extra materials to support the curriculum, instructional specialists or teachers working with students, computers and computer labs, and/or Accelerated Reader books.	<b>UnitedStreaming</b> , an online video clip program designed to offer real-life visual and audio cues on a number of educational topics, provides students with background knowledge necessary for concept attainment.	Our <b>English Learners</b> receive thirty minutes of daily instruction in English Language via the <i>Avenues Curriculum</i> , while English Only students participate in the Step Up to Writing program. This group rotation is provided by the classroom teachers, the Title 1 teacher, the Academic Coordinator, and supported by three instructional specialists.	<b>Focus 2 Learn</b> , a program created by our district Occupational Therapist addresses neurological/brain function as it relates to learning and attention. The program gets the students physically moving by completing a variety of brain vs. body and eye/hand coordination activities designed to focus the brain and prepare it for learning.
We work with our site <b>Child Development Center</b> (on-site daycare) to bridge the gap between school and home by providing grade level textbooks so their staff can help students complete homework during "homework club" at CDC.	<b>Staff Development</b> to improve and strengthen our teachers' abilities to deliver a quality education. We provide in-services on behavior management via Fred Jones and Jim Fay, strategies and techniques for reaching the reluctant learner, curriculum delivery, and technology to extend student learning.	To <b>increase school attendance</b> , we also students with perfect attendance at our Tiger Days. We make daily phone calls home for every student absence.	For a struggling student, the day begins with <b>before school intervention</b> , where the student works on reading and/or math skills. Before school intervention also utilizes one-on-one sessions with a teacher or instructional specialist. This program is offered daily.

# STUDENT PERFORMANCE DATA SUMMARY

## School Demographic Characteristics October, 2008 CBEDS

Male									Female								
	Am Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American Not Hispanic	White	Multiple or no response	Am Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American Not Hispanic	White	Multiple or no response	Total
Kdg		2			4	3	10	2		1			4		9	6	41
1st		3			4		6	5		3			6	1	8	4	40
2nd		3			2	2	10	2		2			6	2	15	6	50
3rd		2			4	2	13	2		2			5	6	8	1	45
4th		1			4	4	15	2		1		1	7	3	10	5	53
5th		4	3		7	3	9			3			6	2	14	1	52
Ungraded		3			3	4	14			1			3	5	9	1	43
Total		18	3		28	18	77	13		13		1	37	19	73	24	324

### Ethnic/Racial (STAR)

### Percent

African American	14
American Indian	2
Asian	8
Filipino	1
Hispanic or Latino	22
Pacific Islander	2
White (not Hispanic)	50

These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.

### Parent Educational Level (STAR) Percent

*Parent with a response	100
Of those with a response	
Not a high school graduate	16
High school graduate	30
Some College	30
College graduate	18
Graduate	7

\*This number is the percentage of student answer documents with stated parent education level information.

Participants in Free or Reduced Price Lunch (STAR)	Percent
	65

Average Parent Educational Level	2.70
The average of all responses where "1" represents "Not a high school Graduate" and "5" Graduate school."	

	Percent
English Learners (STAR)	22
Reclassifies Fluent English (RFEP)	13
Students with Disabilities (STAR)	17
Multi-track year-round school	no

Fully credentialed teachers	Percent
	100

Teachers with emergency credentials	0
-------------------------------------	---

School Mobility (STAR)	88
This is the percent of students who were Counted in October 2008 CBEDS.	

Enrollment in grades 2-11 on first Day of testing (STAR)	Number
	238

Class Size (CBEDS)	Average
Grades K-3	20
Grades 4-5	26

Number of students excused from testing (STAR) per parent written request	0
---	---

Number of Students Tested (STAR)	238
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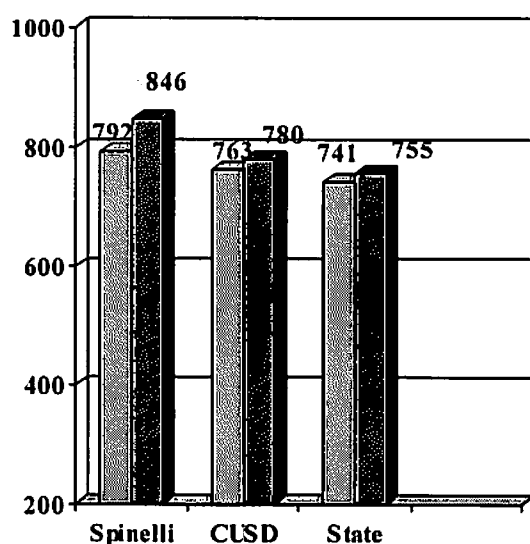
## State Accountability: Academic Performance Index (API)

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.

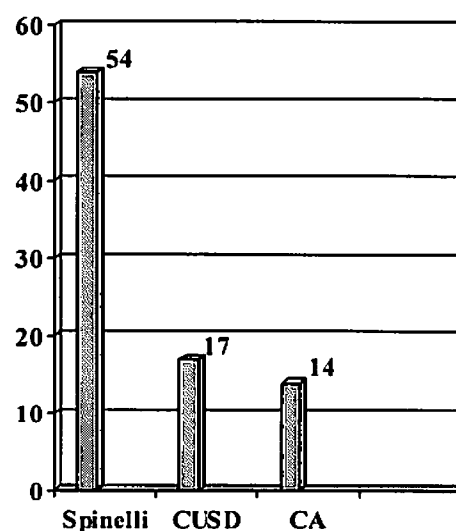
STAR 2009 Percent Tested	Number Included in the 2009 API	2009 API (Growth)	2008 API (Base)	2008-09 Growth Target	2008-09 Growth	Met Target School- wide	Met Target Comparable Improvement
100	209	846	792	5	54	yes	yes

Student Groups	Number of Pupils Included in 2009 API	Numerically Significant	2009 Subgroup API Growth	2008 Subgroup API Base	2008-09 Subgroup Growth Target	Met 2008-2009 Subgroup Growth Target
African American, not Hispanic	27	no	n/a	n/a	n/a	n/a
American Indian or Alaska Native	3	no	n/a	n/a	n/a	n/a
Asian	17	no	n/a	n/a	n/a	n/a
Filipino	2	no	n/a	n/a	n/a	n/a
Hispanic or Latino	46	no	726	n/a	n/a	n/a
Pacific Islander	3	no	n/a	n/a	n/a	n/a
White not Hispanic	110	yes	863	803	A	yes
Economically Disadvantaged	138	yes	832	776	5	yes
English Learners	66	no	n/a	n/a	n/a	n/a

API Scores from 2008 to 2009



Growth in API from 2008 to 2009



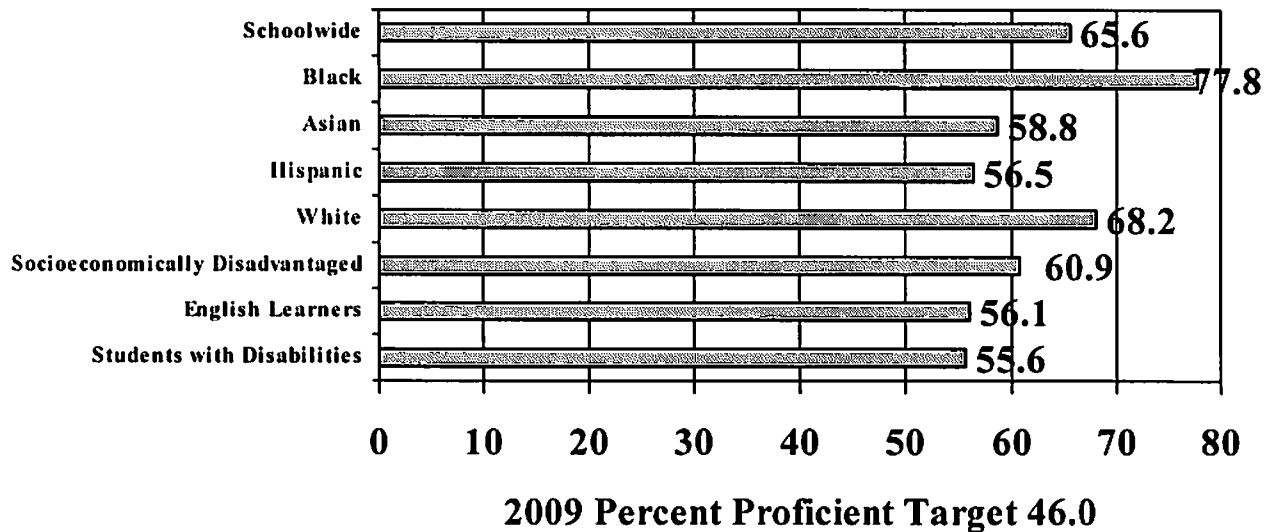
## Federal Accountability: Adequate Yearly Progress (AYP)

**Met AYP Criteria**  
 Participation Rate  
 Percent Proficient  
 API

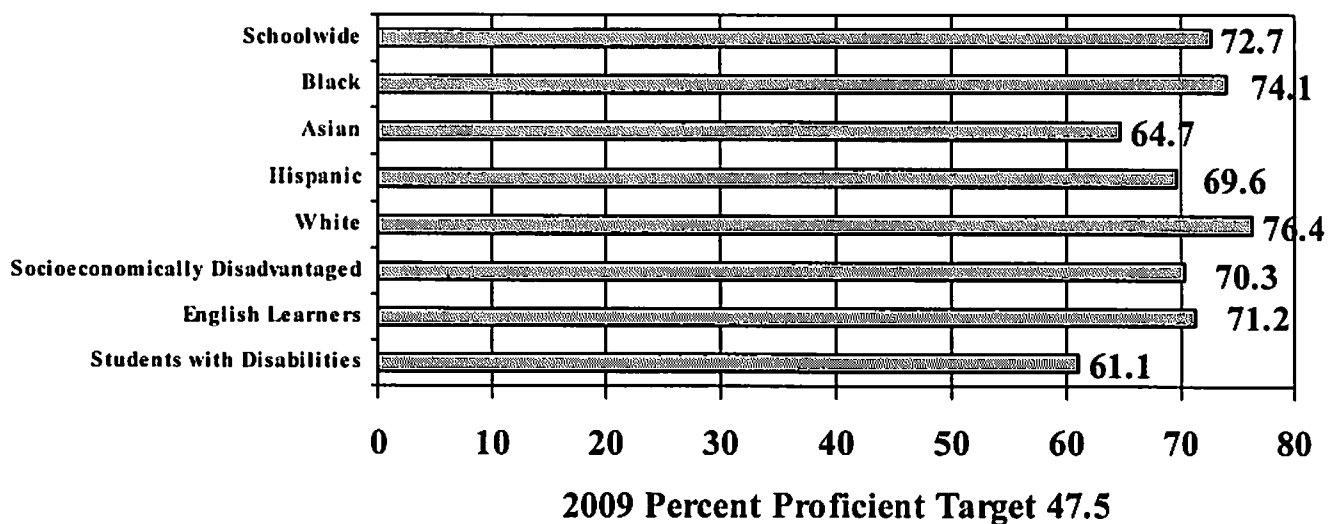
**English-Language Arts**  
 Yes  
 Yes  
 Yes

**Mathematics**  
 Yes  
 Yes  
 Yes

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



### Mathematics- Percent At or Above Proficient



**Table 1a: Academic Performance by Grade Level-Language Arts**

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE											
		Grade: 2			Grade: 3			Grade: 4			Grade: 5		
		'07	'08	'09	'07	'08	'09	'07	'08	'09	'07	'08	'09
Percent At or Above Proficient	%	67	65	73	28	48	48	50	56	79	45	33	49
Percent At Basic	%	21	20	21	32	35	33	36	23	17	29	47	41
Percent Below Basic	%	5	9	4	32	12	15	7	16	0	17	14	6
Percent Far Below Basic	%	6	6	2	9	5	4	7	5	3	10	5	4
TOTAL NUMBER /	#	62	54	52	69	60	46	58	61	59	72	57	49
% OF STUDENT POPULATION	%	100	100	100	100	100	100	100	100	100	100	100	100

Conclusions indicated by the data:

1. In grades 2-5, over 48 % of the students scored "At or Above Proficient" in the 09 school year.
2. In grades 2-5, fewer students scored in the BB or FBB category in Language Arts than in the previous year.



**Table 1b: Academic Performance by Grade Level-Mathematics**

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE											
		Grade: 2			Grade: 3			Grade: 4			Grade: 5		
		'07	'08	'09	'07	'08	'09	'07	'08	'09	'07	'08	'09
Percent At or Above Proficient	%	77	69	84	56	73	74	56	64	75	24	30	54
Percent At Basic	%	10	20	12	18	13	11	33	18	24	28	30	22
Percent Below Basic	%	11	4	4	24	10	15	9	15	2	25	26	20
Percent Far Below Basic	%	2	7	0	3	3	0	2	3	0	23	14	4
TOTAL NUMBER /	#	61	54	52	68	60	46	58	61	59	71	52	50
% OF STUDENT POPULATION	%	100	100	100	100	100	100	100	100	100	100	100	100

Conclusions indicated by the data:

1. In grades 2-4, over 74 % of the students scored "At or Above Proficient" in the 09 school year.
2. In grades 2-5, fewer students scored in the BB or FBB category in Language Arts than in the previous year.

Table 2: English-Language Arts Annual Measurable Objectives (AMOS)

<b>English-Language Arts</b> <b>Target 46.0 %</b> <b><u>Met all percent proficient rate criteria? Yes</u></b>					
<b><u>GROUPS</u></b>	<b><u>Valid Scores</u></b>	<b><u>Number At or Above Proficient</u></b>	<b><u>Percent At or Above Proficient</u></b>	<b><u>Met 2009 AYP Criteria</u></b>	<b><u>Alternative Method</u></b>
Schoolwide	209	137	65.6	Yes	
African American or Black (not of Hispanic origin)	27	21	77.8	--	
American Indian or Alaska Native	3	--	--	--	
Asian	17	10	58.8	--	
Filipino	2	--	--	--	
Hispanic or Latino	46	26	56.5	--	
Pacific Islander	3	--	--	--	
White (not of Hispanic origin)	110	75	68.2	Yes	
Socioeconomically Disadvantaged	138	84	60.9	Yes	
English Learners	66	37	56.1	Yes	
Students with Disabilities	36	20	55.6	--	

Conclusions indicated by the data:					
1. Over 65% of the students scored At or Above Proficient.					
2. 56 percent of the EL students scored At or Above Proficient.					
3. All significant population subgroups met AYP criteria in ELA.					

Table 3: Mathematics Annual Measurable Objectives (AMOS)

<b>Mathematics</b> <b>Target 47.5 %</b> <b><u>Met all percent proficient rate criteria? Yes</u></b>					
<b><u>GROUPS</u></b>	<b><u>Valid Scores</u></b>	<b><u>Number At or Above Proficient</u></b>	<b><u>Percent At or Above Proficient</u></b>	<b><u>Met 2009 AYP Criteria</u></b>	<b><u>Alternative Method</u></b>
Schoolwide	209	152	72.7	Yes	
African American or Black (not of Hispanic origin)	27	20	74.1	--	
American Indian or Alaska Native	3	--	--	--	
Asian	17	11	64.7	--	
Filipino	2	--	--	--	
Hispanic or Latino	46	32	69.6	--	
Pacific Islander	3	--	--	--	
White (not of Hispanic origin)	110	84	76.4	Yes	
Socioeconomically Disadvantaged	138	97	70.3	Yes	
English Learners	66	47	71.2	Yes	
Students with Disabilities	36	22	61.1	--	
Conclusions indicated by the data:					
1. Over 72% of the students scored At or Above Proficient in Math.					
2. All significant population subgroups met AYP criteria in Math.					

Table 4: 2009 Physical Fitness Report

2009 Physical Fitness Report Summary of Results			
Physical Fitness Tasks	Total Tested	% in HFZ (Healthy Fitness Zone)	% not in HFZ (Healthy Fitness Zone)
Abdominal Strength	58	89.7	10.3
Aerobic Capacity	58	75.9	24.1
Body Composition	57	75.4	24.6
Flexibility: Shoulder Stretch Left	58	78.6	22.4
Flexibility: Shoulder Stretch Right	58	89.7	10.3
Trunk Strength	58	100	0
Upper Body Strength	58	84.5	15.5

Conclusions indicated by the data:

1. At least 75% of all fifth graders met or exceeded the requirements in each of the physical fitness tasks. This marks a 30 percent improvement from the previous year.

**Table 5: California English Language Development (CELDT) 08-09 Data**

Grade	California English Language Development Test (CELDT) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Total Tested	
	#	%	#	%	#	%	#	%	#	%	#	%
<b>K</b>	0	0	0	0	0	0	0	0	0	0	0	0
<b>1</b>	1	7	5	33	7	47	1	7	1	7	15	100
<b>2</b>	1	5	7	33	10	48	3	14	0	0	21	100
<b>3</b>	0	0	6	40	8	53	1	7	0	0	15	100
<b>4</b>	1	17	3	50	2	33	0	0	0	0	6	100
<b>5</b>	1	8	8	67	2	17	0	0	1	8	12	100
<b>Total</b>	4	6	29	42	29	42	5	7	2	3	69	

Conclusions indicated by the data:

1. 6% of the EL students scored Advanced. 42% scored Early Advanced. 42% scored Intermediate. 7% scored Early Intermediate, and 3% 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:

<p><b>SCHOOL GOAL # <u>1</u></b>  Scores will reflect a two percent increase in the number of students performing in the Proficient and Advanced categories on the CST assessment in Language Arts.</p>	
<p>The students in the following subgroups and grade levels will participate in this goal:</p> <ul style="list-style-type: none"> <li>All students, Title 1, English Learners</li> </ul>	<p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> <li>Two percent increase in the number of students performing in the Proficient and Advanced categories on the CST assessment in Language Arts</li> </ul>
<p>Means of evaluating progress toward this goal:</p> <ol style="list-style-type: none"> <li>STAR leveled reading assessment</li> <li>CST for Language Arts</li> <li>Administrator and teacher meetings</li> <li>Title 1 support</li> <li>Accelerated Reader</li> <li>Open Court and Fluency Assessments</li> <li>20 Day Standards based assessments</li> <li>FAST meetings</li> <li>DWA</li> <li>Cut-Points for Retentions checklist</li> <li>Intervention program</li> <li>California Frameworks Blueprints</li> <li>SuccessMaker</li> <li>Best Instructional Practices staff development</li> </ol>	<p>Group data to be collected to measure academic gains:</p> <ol style="list-style-type: none"> <li>20 day standards assessment</li> <li>Accelerated Reader reports</li> <li>STAR leveled reading reports</li> <li>Report Cards</li> <li>EL report cards</li> <li>Frequent progress reports to parents</li> <li>DWA assessments</li> <li>Open Court assessments</li> <li>CST data for Language Arts</li> <li>SuccessMaker reports</li> </ol>

Actions to be Taken to Reach This Goal	Start /Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Extended learning time before school	September 09-May 10	Intervention teachers & aides	\$ 18,000	Title 1
Push-in or Pull out programs during the day	September 09-May 10	1 teacher, 1 Academic Coordinator & 3 Inst. Spec.	\$250,000	Title 1
Supplemental Services (AR, Read Naturally, SuccessMaker)	August 09-May 10	Currently have programs	None	
ELL Avenues curriculum	September 09-May 10	.33 FTE ELD Teacher & 1 bilingual aide	\$ 90,000	District
Small group instruction during workshop	September 09-May 10	none		
The administration meets with the teachers at least 3 times throughout the year to discuss student progress	August 09-May 10	Substitutes for teacher mtg.	\$ 3,000	Title 1
Academic Coaches provide staff development, district wide	August 09-May 10	District sponsors		District
Communication by the teachers with parents regarding students' results on 20 day assessment	September 09-May 10			
Communication by the teachers with parents regarding students' results on Accelerated Reader where applicable	September 09-May 10			
School and/or classroom newsletter with web pages and other resources for parents to access which support student learning.	August 09-May 10			

## 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:

<b>SCHOOL GOAL # <u>2</u></b> Scores will reflect a two percent increase in the number of students performing in the Proficient and Advanced categories on the CST assessment in Mathematics.	
Student groups and grade levels to participate in this goal: <ul style="list-style-type: none"> <li>All students, Title 1, English Learners</li> </ul>	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> <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: <ol style="list-style-type: none"> <li>CST for Mathematics</li> <li>Administrator and teacher meetings</li> <li>Harcourt School Publishing (HSP) Math Assessments</li> <li>Computer generated programs for remediation</li> <li>FAST meetings</li> <li>Cut-Points for Retentions checklist</li> <li>California Frameworks Blueprints</li> <li>Best Instructional Practices staff development</li> <li>Title 1 support</li> <li>20 day Standards assessments</li> <li>Intervention program</li> <li>Pathways to Algebra</li> <li>Timed math fact tests</li> <li>Facts in a Flash computer program</li> </ol>	Group data to be collected to measure academic gains: <ol style="list-style-type: none"> <li>20 day assessment data</li> <li>Report Cards</li> <li>Frequent progress reports to parents</li> <li>HSP math assessments</li> <li>SuccessMaker data</li> <li>Timed math facts data</li> </ol>



Actions to be Taken to Reach This Goal	Start /Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Extended learning time before school	September 09-May 10	Intervention teachers & aides	\$ 18,000	Title 1
Push-in or Pull out programs during the day	September 09-May 10	1 teacher, Academic Coordinator, & 3 Inst. Spec.	\$250,000	Title 1
Supplemental Services (Facts in a Flash, SuccessMaker, Harcourt computer Math software)	August 09- June 10	Currently have programs	None	Title 1
Small group instruction during workshop	August 09- June 10	None	None	District
The administration meets with the teachers at least 3 times throughout the year to discuss student progress	August 09- June 10	Substitutes for teacher meetings	\$ 3,000	Title 1
Academic Coaches provide staff development district wide	August 09- June 10	District pays		
Communication by the teachers with parents regarding students' results on 20 day assessment	September 09-May 10			
School and/or classroom newsletter with web pages and other resources for parents to access which support student learning.	August 09- June 10			

### 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:

<b>SCHOOL GOAL # <u>3</u></b> Scores will reflect a two percent increase in the number of students performing in the Proficient and Advanced categories on the CST assessment in Science.	
Student groups and grade levels to participate in this goal: <ul style="list-style-type: none"><li>All 5<sup>th</sup> grade students</li></ul>	Anticipated annual performance growth for each group: <ul style="list-style-type: none"><li>Two percent increase in the number of students performing in the Proficient and Advanced categories on the CST assessment in Science.</li></ul>
Means of evaluating progress toward this goal: <ol style="list-style-type: none"><li>CST for Harcourt Science</li><li>Administrator and teacher meetings</li><li>Harcourt Science Assessments and curriculum</li><li>California Frameworks Blueprints for Science</li><li>Best Instructional Practices staff development</li><li>Title 1 support</li></ol>	Group data to be collected to measure academic gains: <ol style="list-style-type: none"><li>Harcourt Science assessment data</li><li>Report cards</li><li>Frequent progress reports to parents</li></ol>

Actions to be Taken to Reach This Goal	Start /Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Academic Coordinator will identify key grade level standards</p> <p>Academic Coordinator will provide staff development</p> <p>Students assessments</p> <p>Communication by the teachers with the parents regarding students' progress towards reaching grade level standards</p>	<p>September 09-May 10</p> <p>December 09- May 10</p> <p>December 09- May 10</p> <p>December 09- May 10</p>	None	None	District

## 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:

<p><b>SCHOOL GOAL # <u>4</u></b>          Through school wide programs, average daily attendance will increase while referral and suspension rates decrease. Students will develop strategies for positive social interaction through our buddy check in system.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none"> <li>• All students</li> <li>• Staff assigned to students participating in the buddy check in system</li> <li>• Title 1 staff monitoring lunch recess</li> </ul>	<p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> <li>• 96% of the students will attend school each day</li> <li>• 100% of students will participate in 2<sup>nd</sup> Step Violence Prevention and Life Skills programs, along with class meetings</li> </ul>
<p>Means of evaluating progress toward this goal:</p> <ol style="list-style-type: none"> <li>1. Weekly attendance registers</li> <li>2. Aeries Reports</li> <li>3. Teacher lesson plans showing 2nd Step, Life Skills, or class meetings</li> <li>4. Buddy check in charts (staff to students)</li> <li>5. Student of the Month</li> </ol>	<p>Group data to be collected to measure academic gains:</p> <ol style="list-style-type: none"> <li>1. Actual weekly attendance sheets (08-09 compared to 09-10)</li> <li>2. Actual number of suspensions and referrals</li> </ol>

<b>Actions to be Taken to Reach This Goal</b>	<b>Start /Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
Telephone calls by the teachers and office staff inquiring about an absence	August 09-May 10	staff	None	District
Monthly attendance letters	August 09-May 10	office staff and principal		District
Buddy check in system implemented at each recess and lunch	August 09-May 10	staff members and students	None	None
2 <sup>nd</sup> Step Violence Prevention and Life Skills	August 09-May 10	have materials	None	None
FAST Plans	August 09-May 10	teacher subs	\$1,000	Title 1
Walking Club	September 09-May 10	Coordinator and prizes	\$5,000	Grant
Promoting student wellness	August 09-May 10	have materials	None	None
Mentoring by staff members	August 09-May 10	have materials	None	None
Student recognition for perfect attendance at Tiger Days	August 09-May 10	certificates and prizes	\$1,000	Student Body
Revision of playground rules to include rewarding positive behavior choices	August 09-May 10	have materials		
Extrinsic Rewards	August 09-May 10	prizes and certificates	\$1,000	Student Body
Peace Keepers	August 09-May 10	Academic Coordinator		

## **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% minimum) and professional development (5 to 10 %)
- 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 participates 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 participates. If the school receives funding, then the plan must include the proposed expenditures.) (s) = site, (d) = district

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$0
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$0
X Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 69,970 (s)
X Art, Music, and PE grant (one time). <u>Purpose:</u> Art and Music enrichment	\$0 (s)
X Art, Music, and PE grant (ongoing). <u>Purpose:</u> Art and Music enrichment.	\$0 (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.	\$134,173 (d)
X School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ 28,519 (s)
X School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$72,214 (d)
X Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$ 3,000 (d)
X GATE	\$ 3,205 (s)
X Lottery	\$3,726 (s)
Total amount of state categorical funds allocated to this school	\$315,822 - District \$105,420 - Site



Federal Programs under No Child Left Behind (NCLB)		Allocation
<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$0
<input type="checkbox"/>	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$0
X	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$259,005 (s)
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$0
<input type="checkbox"/>	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
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	\$ 189,382 (d)
X	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 4,564 (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	\$ 62,605 (d)
X	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 13,792 (d)
X	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$196 (s)
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$0
<input type="checkbox"/>	Other Federal Funds (list and describe)	\$0
Total amount of federal categorical funds allocated to this school		\$270,343 - District \$196,000 - Site
Total amount of state and federal categorical funds allocated to this school		\$586,165 - District \$105,616 - Site

## 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.

Proposed Expenditures	Estimated Cost (includes benefits when applicable)	Funding Source		
		SLIP	T.1	GATE
Academic Coordinator	\$96,000		\$96,000	
Library Books and Materials	\$3,000	\$ 2,000	\$1,000	
2 Instructional Specialists 1 Office Assistant/IS	\$90,000		\$90,000	
Technology Technician	\$26,000	\$26,000		
1.0 Title 1 Teacher	\$71,000		\$71,000	
Technology Upgrades	\$10,000		\$10,000	
Curriculum Supplies and Materials	\$5,000		\$5,000	
Intervention Teachers	\$12,000		\$12,000	
Staff Development	\$4,000		\$4,000	
Certificated Teacher Subs	\$3,000		\$3,000	
Reserve for 10-11	\$17,000		\$17,000	
GATE Salary	\$1,500			\$1,500
Mad Science	\$1,300			\$1,300
GATE Supplies	\$400			\$400
<b>Total Estimated Costs</b>		<b>\$28,000</b>	<b>\$309,000</b>	<b>\$3,200</b>
<b>Projected Revenue Including Carryover</b>		<b>\$28,000</b>	<b>\$309,000</b>	<b>\$3,200</b>

## 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:<sup>1</sup>

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kristin Schmieder	X				
Julie Opfer			X		
Marci Fong		X			
Terri Crepps		X			
Bonnie McCarthy				X	
Kathleen Beck				X	
Angela Burnett				X	
Darren Raleigh				X	
Deanna MacCracken			X		
Numbers of members of each category	1	2	1	4	n/a

<sup>1</sup> 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. 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.
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

☒ English Learner Advisory Committee

☒ Community Advisory Committee for Special Education Programs

☒ 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 29, 2009.

Attested:

\_\_\_\_\_  
Kristin Schmieder, Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Kathleen Beck, SSC Chairperson

\_\_\_\_\_  
Date

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

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

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

## 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 develop 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, two-way, 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 RESPONSIBILITIES 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 Spinelli Elementary School 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:** North Country Elementary

**Date:** October 29, 2009

**Action Item**   X  

**To:** Board of Trustees

**Information Item**

**From:** Kathleen Lord, Principal

**# Attached Pages**       

**Principal's Initials:** KL

**SUBJECT: APPROVAL OF SAFETY PLAN**

Please approve North Country's:

Safe School and Emergency Preparedness Plan for 2009/10

**RECOMMENDATION: APPROVAL**

# **NORTH COUNTRY ELEMENTARY**



**Safe School**

**And**

**Emergency Preparedness Plan**

**Center Joint Unified School District  
Antelope, CA**

Revised 2009-2010 School Year

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## EMERGENCY PREPAREDNESS PLAN SIGNATURE SHEET

North Country's Safe School Plan was developed in accordance with SB 187 and Safe Schools A Planning Guide for Action, published by the Department of Education. Student, parent and teacher surveys were taken into account to determine areas of greatest need. The document includes the school's personal, physical, social and cultural environment, which serves as an effective prevention plan based on parent and student surveys. Also taken into consideration are temporary restraining orders, school-generated child abuse reports, custody orders prohibiting parents from contact with a child at school, harassment complaints filed by students and staff, suspension logs and accident reports. Additionally, the District's discrimination and harassment policy, hate crime reporting procedures and the Uniform Complaint Policy is included.

A detailed crisis response plan based on the California Standardized emergency Management System (SEMS) is included. This model was designed to centralize, organize, and coordinate emergency response among district organizations and public agencies. Specific first aid treatment is categorized in alphabetical order.

The following committee members revised and approved this comprehensive school plan:

Member	Title	Signature
Kathleen Lord	Principal	_____
Jason Farrel	Academic Coordinator	_____
Kim Tricomo	5 <sup>th</sup> grade teacher	_____
Jeff Starrett	4 <sup>th</sup> grade teacher	_____
Laura Sambucetti	3 <sup>rd</sup> grade teacher	_____
Lyndsey Moss	Instructional Specialist	_____
Cheryl Kam-Schloegl	RSP Teacher	_____
Arlene Ballesteros	Secretary	_____
Linda Duncan	SSC Parent	_____

## **CENTER JOINT UNIFIED SCHOOL DISTRICT**

### **Mission Statement**

**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.**

## **NORTH COUNTRY MISSION STATEMENT**

### **"Educating today for a Better Tomorrow"**

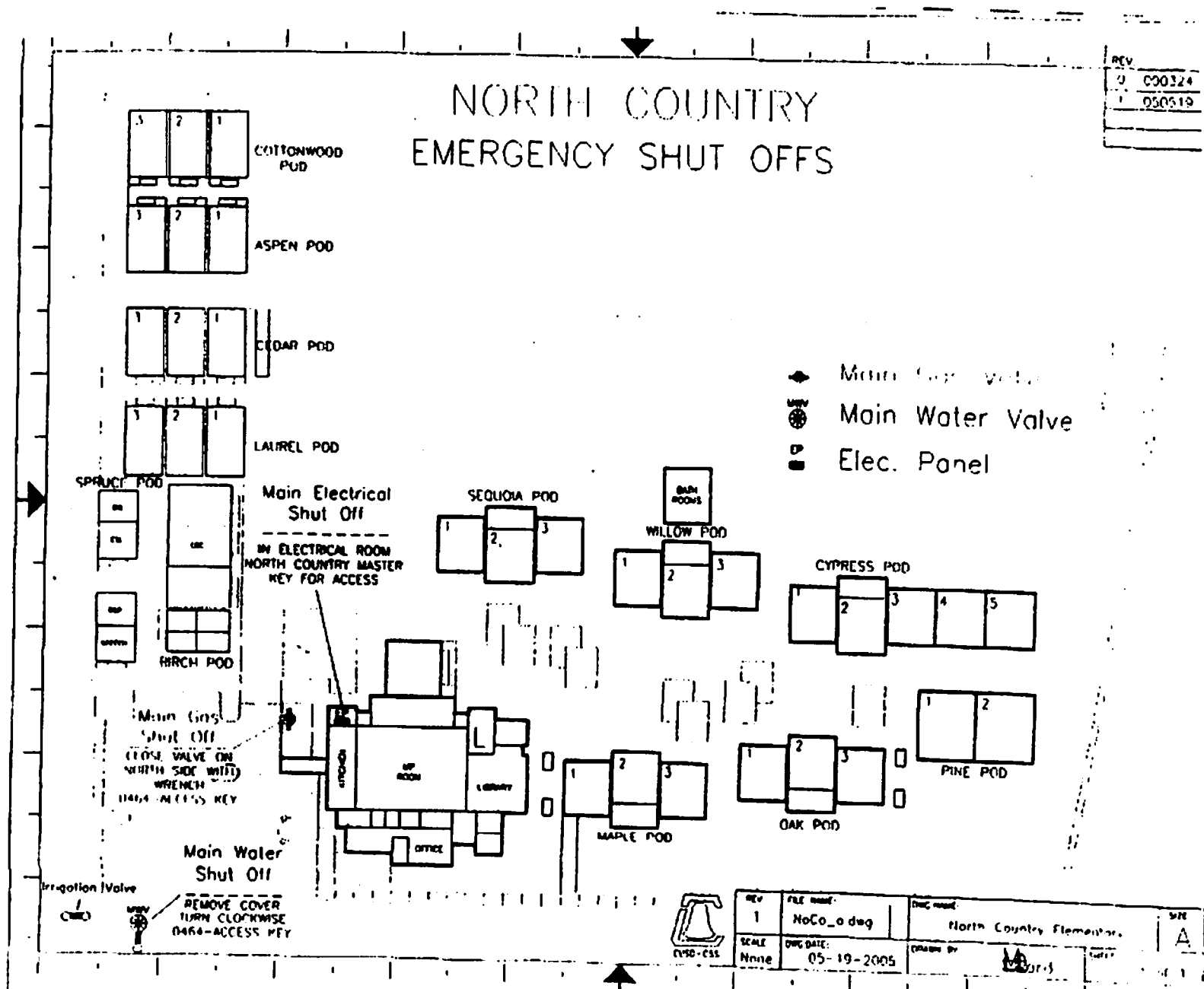
North Country's mission statement was developed weeks before our school opened its doors in July 1990. A committee of administrators, teachers, and parents devised the statement to reflect an image of high academic and behavioral standards for our students. It was revised in 1998 and continues to be the basis of our instruction and well-rounded climate.

The mission of North Country 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 lifelong learners.

### **North Country School provides an environment that...**

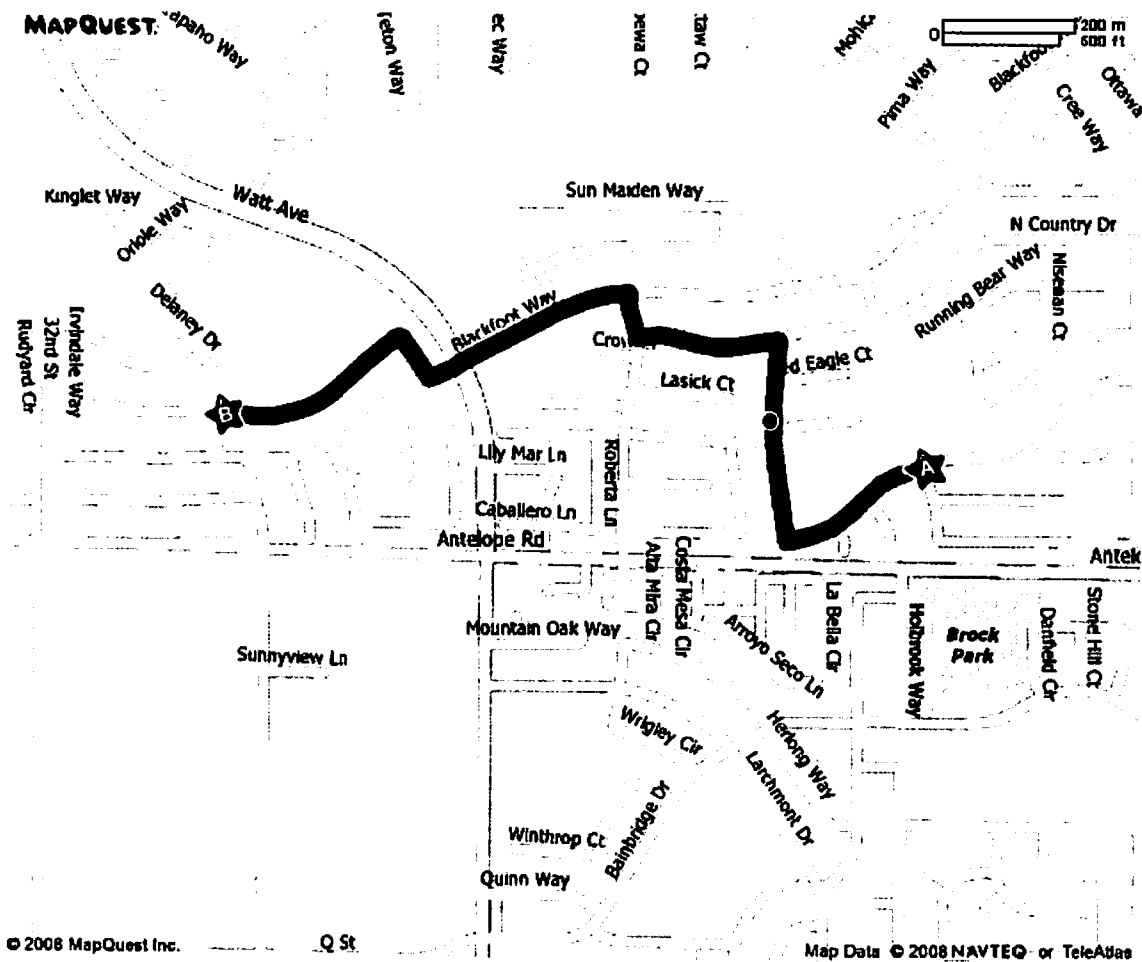
- **Resolves conflicts**
- **Encourages safety**
- **Stimulates intellect through a vigorous curriculum**
- **Produces responsible citizens**
- **Enables each child to succeed**
- **Celebrates diversity**
- **Teaches ecological responsibilities**

# NORTH COUNTRY EMERGENCY SHUTOFF MAP













## NORTH COUNTRY OFF SITE EVACUATION MAP



**A: North Country Elementary School: 3901 Little Rock Dr, Antelope, CA 95843, (916) 338-6480**

- |   |  |        |
|---|--|--------|
|  | 1: Start out going <b>SOUTHWEST</b> on <b>LITTLE ROCK DR</b> toward <b>N COUNTRY DR.</b> | 0.2 mi |
|  | 2: Turn <b>RIGHT</b> onto <b>BLACK BEAR DR.</b>  | 0.2 mi |
|  | 3: Turn <b>LEFT</b> onto <b>N COUNTRY DR.</b>  | 0.2 mi |
|  | 4: Turn <b>RIGHT</b> onto <b>COMMONWEALTH DR.</b>  | 0.1 mi |
|  | 5: Turn <b>LEFT</b> onto <b>BLACKFOOT WAY.</b>   | 0.2 mi |
|  | 6: Stay <b>STRAIGHT</b> to go onto <b>DAVIDSON DR.</b>                                   | 0.0 mi |
|  | 7: Turn <b>RIGHT</b> onto <b>SCOTLAND DR.</b>  | 0.3 mi |
|  | 8: End at 3401 Scotland Dr Antelope, CA 95843  |        |

**B: Spinelli Elementary School: 3401 Scotland Dr, Antelope, CA 95843, (916) 338-6490**

## **EMERGENCY PHONE NUMBERS**

- Sheriff/Fire Department: 911
- Sheriff Sub Station (Raley's Center): (916) 332-7794
- Twin Rivers Police Dept. : (916) 286-4875
- Poison Control Center, UCD Medical Center:(916) 734-3692
- Citizens Utilities (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 348-6400
- Maintenance, Operations, Transportation (MOT): (916) 338-6337
- Child Protective Services (CPS): (916) 875-5437
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- Antelope View Charter School: (916) 339-4690
- Global Youth Charter School: (916) 339-4680
- McClellan High School: (916) 338-6445

## **EMERGENCY PREPAREDNESS PLAN**

The Emergency Response Plan has as its primary objectives:

1. To save lives and avoid injuries;
2. To safeguard school property and records;
3. To promote a fast, effective reaction to coping with emergencies;
4. To restore conditions back to normal with minimal confusion as promptly as possible.

For these objectives to be attained it will require clear activation procedures and responsibilities, identification of all tasks to be performed and by whom, an organized yet flexible response, and the dedication and cooperation of all.

It is vital to the continued functioning of the school, staff, and students that we are prepared to respond effectively in times of emergencies. Such preparations will also help us meet our obligations to our community.

This plan is developed to be used in case of emergency. All members of the faculty and other employees should:

1. Familiarize themselves with this plan
2. Be prepared to activate it immediately, and
3. Perform any duties to which they are assigned to make its activation effective.

An emergency exit route will be posted in the classroom beside the door. All who use this room should be familiar with the fire evacuation route as it applies to that room. When you have a substitute, make sure they are aware of where this map is located and that the roll sheet and student emergency information must be taken with them during the drill.

Members of the faculty shall teach the Emergency Response Plan to the students. The members of each classroom shall be instructed in the evacuation plan so they can respond immediately upon receiving the necessary warning.

## **COMMUNICATIONS**

It is likely that the public address system will be operational in most emergencies during which inside-the-building announcements need to be made. If it's not, communication will be by messenger(s) from the office to each teacher.

Communication between the custodial staff and the office staff will be by radio. One radio/phone shall be assigned to each of the following people:

**Principal**  
**Admin. Designee**  
**Head Secretary**  
**Head Custodian**

## **Telephone Communication**

1. The school telephones may **NOT** be used by **ANY** person for outgoing calls of any kind during an emergency, except when authorized by the principal.
2. Appropriate authorities will be notified including 911, Safe School Sheriff, and the Superintendent.

## **Chain of Command**

1. Kathy Lord
2. Jason Farrel
3. Diane Chidlaw
4. Dolores Love/Jeff Starrett

## **DRILLS**

The principal shall hold fire drills and intruder alert drills monthly to insure that all students, faculty members, and others are sufficiently familiar with such drills that they can be activated and accomplished quickly and efficiently. These drills shall be held at both regular and inopportune times to take care of almost any situation. Everyone in the building, including other employees, all office workers, all lunch workers, all custodial staff, and visitors must obey the instructions in the room or area they occupy when the alarm is sounded. Drills will also be carried out for quick evacuation of the multi-purpose room. The school secretary will be responsible to notify Sacramento Fire Department and Safe School Sheriff as necessary.

## **SPECIAL DUTIES**

Each member of the faculty shall take a student roster and emergency information with them when each drill is performed. Immediately upon arrival in the field (see map in classroom), the faculty member shall check the students to see that all are present. Teachers will hold up a green card if all of their students are where they should be at that point in time. For example, if three students are physically in EL or Title I, a green card will be displayed. Specialists will hold up a green card if all of the students they are expecting are physically present. A red card will be held up only if a student has not returned from an errand or the bathroom, or if either the teacher or the specialist are not sure of the whereabouts of a student. A report of absentees not in a classroom shall be made immediately to the Principal or Vice-Principal.

The secretary shall secure school records, before leaving the office. The secretary should also secure student medication, if evacuation is necessary.

Custodial help shall shut off gas and electricity if the emergency warrants. Since our school may be used as a shelter in an emergency, the gas shall not be turned off unless the odor of gas is detected. He will make sure he has his Nextel and will report for further duties. Daily, he will make sure all exits are operable, and clear.

The kitchen staff will make sure the ovens and dishwasher are turned off before exiting the building. The lunch supervisor will be in charge of food, supplies, and the kitchen staff if our school is used as a shelter.

The principal shall have his/her cell phone before leaving the office.

The Admin. Designee will also have a cell phone before exiting the building. He/she will check for absences and report to the principal for further instructions.

Teacher assistants, custodians and parent volunteers will be responsible to check restrooms for students. They will also assist in keeping students out of vehicle traffic and all other hazardous areas.

## **DUTIES OF OFFICE STAFF IN EMERGENCIES**

The head secretary is to notify the appropriate agency such as the Fire Department, Police Department, or other agency or company as directed by the Principal or Vice-Principal. Waiting for such direction is not considered necessary if circumstances obviously dictate who should be called. The assistant secretary (office assistant) shall notify the Sacramento County Sheriff, Safe School Officer, and the Superintendent.

The office staff should:

1. Have on hand a complete list of children and staff and their phone numbers.
2. Maintain a supply of first aid equipment
3. Monitor the use of telephones to keep lines free for emergency directors.

## **DUTIES OF CUSTODIAN AND HELPERS**

1. Assume responsibility for the safety factors of the physical plant during an emergency. Report structural defects to the Principal.
2. Assume responsibility for the inspection and maintenance of fire-fighting equipment.
3. Chart shut off valves and switches for gas, water, and electricity. Add chart to Emergency Response Plan and post for others to use in an emergency.
4. Assist in checking for power line or building damage for exit safety.

## **DUTIES OF PRINCIPAL**

1. Carry out the Superintendent's directions and keep him fully informed of plans and actions. Provide the superintendent a copy of the School Emergency Response Plan.
2. Care for and monitor all warning systems to keep them functional.
3. Order and monitor drills and training purposes.
4. Provide the staff with copies of the Emergency Preparedness Plan and instigate in-service activities to keep these procedures functional.
5. Keep in contact with the radio for information on emergency warnings.
6. Give leadership in adopting the school curriculum to meet the current demands.
7. Cooperate with community groups interested in emergency preparedness.
8. Provide a copy of the Emergency Response Plan to all emergency services in his/her jurisdiction.
9. Report any missing person to Emergency Personnel.

## **DUTIES OF TEACHERS**

1. Keep informed about the Emergency Response Plan of the school, know the part they play as teachers, and accept their responsibilities under the plan.
2. Keep emergency information on clipboards: Aeries attendance list with phone numbers, student emergency cards/information, EOC form and Student Release Forms or lined paper intended for student sign out.

3. Teach students to look out for, and assist others.
4. Include safety practices and emergency procedures as part of daily learning activities.
5. Learn survival techniques and be prepared to assume responsibility for student care under emergency conditions.
6. Know the whereabouts of their students at all times. They will use a roster checklist to account for all children.
7. Be aware of the characteristics of "panic" and know some of the techniques for its control.
8. Know where children are to go, and what they are to do depending on the nature of the emergency.
9. Make special provisions to assist handicapped students in evacuating the building. Teach students to use a chair carry and to use it only under the direction of the teacher.

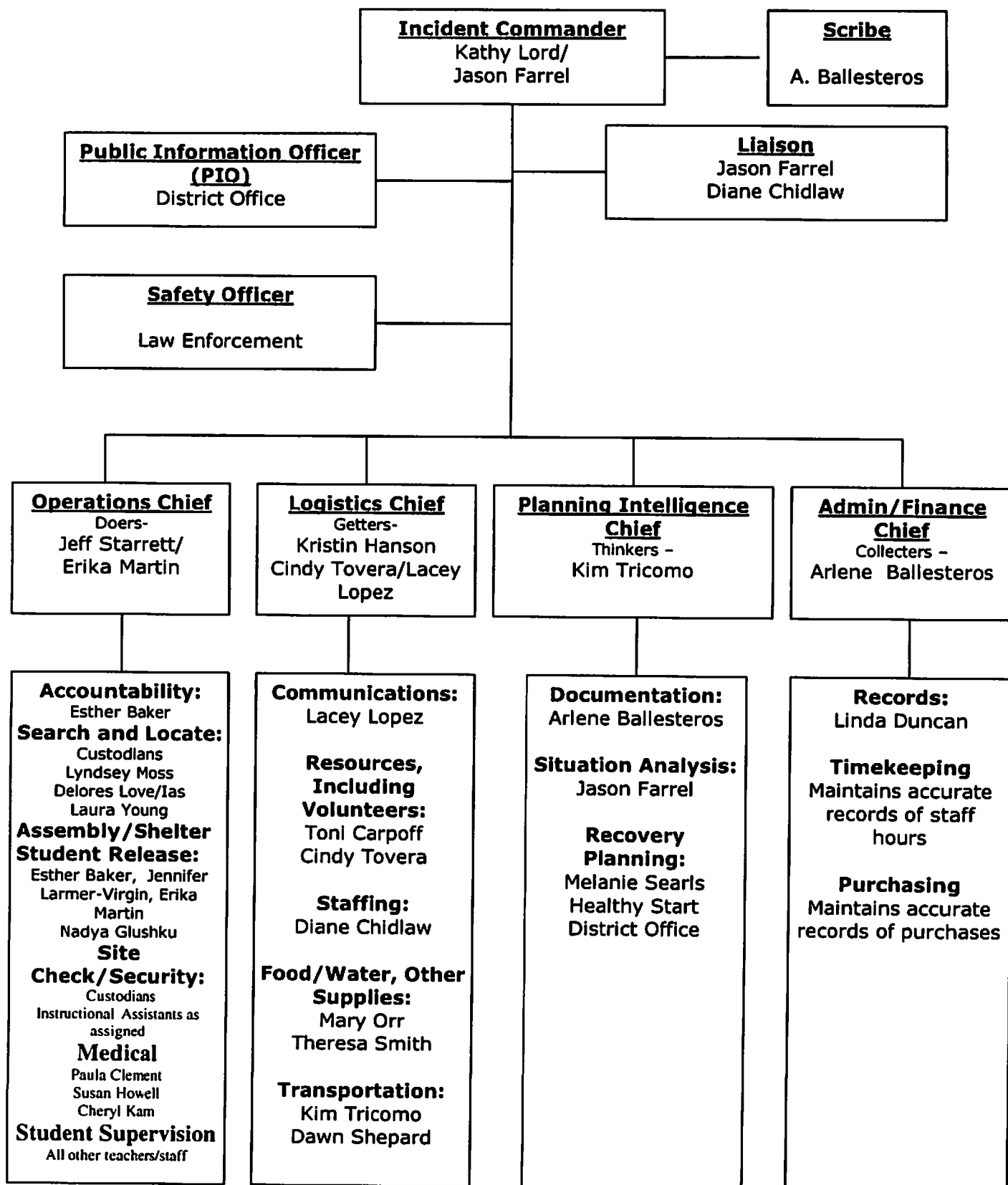
## **INCIDENT COMMAND SYSTEM**

**The Incident Command System (ICS), is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role.**

Tasks needed to successfully handle critical incidents are delegated to various managers of the CMT, who then are responsible for the assignment. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the incident supervisor (principal) and help that person make informed decisions. Using this type of organizational system during a critical incident creates clear communication channels that will help limit the chaos and uncertainty associated with emergency incidents.

Permanently assigning specific areas of responsibility to members of the crisis management team provides each member with the opportunity to specialize in the management of his or her area. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

## NORTH COUNTRY INCIDENT COMMAND SYSTEM



# **NORTH COUNTRY INCIDENT COMMAND DESCRIPTIONS**

## **Responsibilities of the Incident Commander (IC)**

- Assume Command
- Establish the Command Post (CP)
- Conduct briefings of the Command Staff
- Identify level of threat by assessing situation
- Set specific objectives and direct development of incident action plans
- Direct protective actions to stabilize the school
- Activate and oversee ICS functions
- Establish Unified Command with responding agencies
- Update EOC as situation evolves
- Approve information to send to the EOC for media briefings
- Set objectives for resumption of normal activities
- Maintain an activity log (scribe) and oversee after action reports

## **Responsibilities of the Operations Chief (OPS)**

- Immediately report to Command Post
- Supervise and direct activities of all groups assigned to Operations through the Team Leaders (Security, Search & Rescue, First Aid/Medical, Student Supervision, Student Transport/Release)
- Identify alternate staging areas as needed (to IC and Logistics)
- Identify additional resource requirements (to IC and Logistics)
- Deploy resources
- Make changes as necessary to action plan based upon reports from group leaders and Planning Chief
- Update IC and IC Team with status reports
- Maintain an activity log (scribe) and write after-action report

## **Responsibility of the Planning Chief**

- Report to Command Post (immediately or upon handing off students)
- Collect EOC forms and develop a briefing on incident size and scope for IC Team. These forms are placed on the white board. All forms are needed before sending out Search & Rescue. The Planning Chief will need to be able to report the number of deaths and injuries. Individuals will need to be marked "Green" (OK) or "Red" (Not OK) as in whether or not they need immediate care.
- With Ops, gather incident information and updates from the team leaders
- Send and supervise runners, if needed, to gather incident information
- Share information needed for decision making with IC Team
- Prepare estimates of incident escalation or de-escalation for IC Team
- Report to Safety any conditions that may cause danger
- Update IC and IC Team with status reports
- Maintain an activity log (scribe) and write an after-action report

## **Responsibility of the Logistics Chief**

- Report to Command Post (immediately or upon handing off students)
- Participate in briefing sessions, contributing on identifying required resources and personnel or advising of their availability
- Provide equipment, supplies, personnel, buses/cars as required by Operations
- Establish and maintain communication (radios, bullhorns, etc)



- Stage resources (or Team Leaders, if a small school staff) so they are readily available
- Coordinate and re-assign staff to other teams as needed by Operations
- Maintain a visible chart of available resources as a reference for Ops and the IC Team
- Provide food and water as needed (and available) for staff and students
- Maintain an activity log (scribe) and write an after-action report

## **Responsibilities of the Finance Chief**

- Report to the Command Post if directed to do so; otherwise, provide finance duties as a secondary duty
- Keep an envelope or box for all receipts and overtime cards
- Provide a cost-accounting update for the IC as requested
- Maintain an activity log (scribe) and write an after-action report
- Also act as the Scribe and stay in contact with the Incident Commander at all times

## **Search and Locate**

This team is responsible to “sweep” the bathrooms, hallways, and other areas for students, visitors, and staff. This team may need to search for unaccounted for people. Emergency responders will perform any major rescue efforts if necessary.

## **Assembly/Shelter/ Student Release**

This team is responsible for setting up an evacuation site. They will coordinate the supervision of students until they are released. Rest rooms will most likely be a major concern.

This team will all supervise the release of students. They will be responsible for setting up a parent center, gathering information from the Accountability team. They will document the persons picking up students. Must record the time, signature, and where they will be taking the student. Pictures of each child with the adult picking them up may be useful.

## **ROLES FOR DISASTER DRILL (Mock Drill)**

We are getting ready to cope with a major disaster on campus. School emergency response and management policies are now mandated by the Department of Homeland Security so they are more in depth than before, but hopefully will help us respond efficiently and in the most productive way in an emergency.

### **District Disaster Drill:**

The district-wide disaster drill will take place on May 27th. The drill should last about an hour. The scenario will be that a 7.5 earthquake hits and the whole community sustains significant damage. We can't expect emergency vehicles to get here and we have to cope with the injuries and managing the students, parents and school campus on our own. We will be given a more detailed scenario for that day, but that is the overall problem we will be facing.

### **Getting Ready:**

#### **Buddy Teacher:**

The first thing we need to do to get ready is to have each teacher choose a buddy teacher(s) on their hallway. For teachers, this should be someone near your classroom who you make sure you see as you're evacuating, to ensure that they and their class are making it out of the building. If you have students in your room who are too badly injured to be

moved, you would stay with those students, hand your attendance sheet to your buddy teacher, and they would evacuate your class to the yard, and inform the Student Staging Area Team Leader that you were in the room and in need of help.

#### **Your role(s) in a disaster:**

Earlier this year, we all signed up for roles to take on during a disaster. However, some of the roles we signed up for are not needed until much later on in an emergency. Therefore, if you look at the attached role sheet, you may see "student supervision" by your name, along with the role you signed up for. That means that you will be supervising your class, and any other classes on the yard, until you are called to take on your other role.

#### **What happens in a Disaster (and in the Disaster Drill):**

##### **Drop, Cover, Hold:**

*After Drop, Cover, Hold for one minute, during which time teachers will all open their envelopes and get details on what has occurred in the classroom. DO NOT OPEN THE ENVELOPE BEFORE THE EARTHQUAKE OCCURS!!*

*You may have a student or two with an injury. The door to your classroom may be blocked. Tag students with injuries as directed. All teachers and classified (as appropriate) perform the START procedure on each student, and then, as directed, begin the evacuation process.*

*Be sure to connect with your buddy teacher(s) before evacuating.*

##### **Evacuate:**

Then, we evacuate the building. Teachers and students will proceed to the Student Staging Area,

If your door is stuck shut and you are unable to evacuate, you would stay in your room and wait for the Search and Rescue Team to come rescue you.

##### **Account for All Students:**

Line your students up in two lines. Hand your room # sign (in your emergency backpack) to the first student in one of the lines. Take roll. If you are missing students, you will have a red card in your emergency back pack. Have the first student in the other line hold up the red card if any students are unaccounted for. Have them hold up the green card if everyone is present and accounted for.

While they are holding up cards, you are quickly filling out the EOC Message form that will be in your emergency backpack. If your buddy teacher is missing or had to stay back in a classroom, NOTE THAT INFORMATION ON THE EOC FORM.

When you are finished, give the forms to the Student Staging Area Team Leader who will get the information to the Command Post and the Operations Chief, either by runner or by delivering the information in person.

##### **Take on Designated Responsibilities:**

We will set up a command post near:

The Incident Commander (usually the principal) and the Operations Chief will immediately report to the Command Post. The Logistics Chief and the Planning Chief will report to the

Command Post as soon as their students are settled. The Finance Chief will report when called upon.

ONLY Team leaders report to their Chiefs via radio or runner when they have information to share or to let their Chief know their location.

#### Student Supervision Team:

Your job is to supervise all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to you before they leave their class in your care. You will be working closely with the **Student Release Team** to make sure that students do not leave until their parent or adult has signed them out from the release area. Follow the directions of your Team Leaders.

#### Search and Rescue Team:

Members will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. Search and Rescue Team members should report to their team leader in a pre-determined location. It may be near (but not in) the Command Post, or by the Student Staging Area. The Operations Chief will direct the Team Leader as to the location of the missing or injured. Search and Rescue does not do a room by room search, unless there is time after they have gone to all the rooms where we know there are problems and if it is deemed safe to do so.

As Search and Rescue teams (2 each for safety) proceed, they should check back in with the Team Leader to report progress and/or need for additional help. The Team Leader reports progress/needs to the Operations Chief.

#### Medical Team:

Members will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. They will then report directly to the Team Leader in the First Aid Staging Area, in an area that has been pre-determined and organize first aid supplies. The medical area will most likely be around the front of the gym, on the cement between the gym and the gate that faces the parking lot. This gives us privacy from the students on the yard, and easy access to cars to transport people with major injuries.

If necessary, Medical Team members will take medical supplies and report to classrooms where injuries are being reported by Search and Rescue. They will stay in communication with Operations Chief via radio.

The medical team will use the First Aid and START to provide treatment and continue to prioritize injuries. Students with minor injuries can be walked to the medical area for first aid treatment. The Medical Team will determine if a student needs to be transported to the hospital. Written records must be kept of any students who are to be transported. If their name is not known, use a cell phone to take a photo of that student and document where he/she was transported to.

#### Transportation Team:

These team members will do student supervision until the Team Leader is contacted by the Logistics Chief to assemble the team in a pre-determined location. They will then hand their students to their Buddy Teacher. The Operations Chief will direct the team to move students to the hospital or off campus.

#### Student Release Team:

Members will take roll with their own class, send in their EOC form, and wait to be called up. Before parents begin arriving, the Team Leader will begin setting up the Reunification Center (with support if needed), in a predetermined location. When parents begin arriving,

the Team Leader will (1) call up the rest of the team and (2) notify the Operations Chief. As more parents arrive, more teachers and classified staff will be assigned to this staging area. Students will be re-assigned to other Supervising Teachers.

#### **Site Check - Security Team:**

Members will take roll with their own class, send in their EOC form, and then ask a supervising teacher to watch their students. The Team Leader will report to the Operations Chief and then, if it is safe, send the team to check on utilities, etc. Once complete, the team will then proceed to the entrances where public safety and/or parents may arrive, and help direct people to the Command Post or Student Reunification Areas. If neighbors arrive, the team should direct them to help support Traffic Control.

#### **Scribe:**

The scribe will take roll with their own class, send in the EOC form, and then ask a supervising teacher to watch his/her students. The scribe then reports to the Command Post, gets a clipboard and paper, and writes down everything he/she can about the information that is arriving and various decisions that are being made, including the times at which they were made.

#### **How It Ends:**

The Drill Ends when the District Office calls the drill (not before!). All staff and students have been accounted for and received "care" as needed, all pretend parents have finished signing out their students, the security team has finished "checking" the building, and the Incident Commander has reported findings to the District Office's Emergency Operations Center.

*Remember: In a real emergency, all staff members on campus are required to stay on campus and care for the children until dismissed by the District Office or the site Incident Commander or backup. Please make sure you check with your own children's schools, day care, etc. regarding their emergency policies.*

# EOC MESSAGE FORM

Reproducible forms can be found at the back of the book

EOC Message Form			
Date	Priority (Circle one)		
Time	<div style="display: flex; justify-content: space-around;"> <span><b>EMERGENCY</b> (Life Threatened)</span> <span><b>URGENT</b> (Property Threatened)</span> <span><b>ROUTINE</b> (All Others)</span> </div>		
TO	Name Title Location	FROM	Name Title Location
Check One <input type="checkbox"/> Take Action <input type="checkbox"/> For Information <input type="checkbox"/> Other			
<u>Category</u>	<u>Number</u>	<u>Description</u>	
A.	# _____	Fatalities	
B.	# _____ Minor	Injuries Minor: In need of First Aid attention only	
C.	# of Injured	Injuries (Ambulance)	
	# _____ Major	Major: Unable to walk on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.	
		Moderate: Burns, major multiple fractures, back injuries with or without spinal cord damage	
D.	# _____ Moderate Circle one	Property Damages	
	Major	Major damage: building collapse, building leaning, major ground movement causing large cracks in ground	
	Moderate	Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines).	
	Minor	Minor damage: Exposed overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.	
E.	Minor <input type="checkbox"/> Ambulance <input type="checkbox"/> PG&E <input type="checkbox"/> Other	Resources Needed Other: (describe)	
↑ <small>Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate.</small>			
Additional Information:			
Disposition:			
Action Requested By: (Name)		Time Action provided:	

## ALARM SIGNALS

**Fire Alarm:** Continuous ringing of buzzer. (Fire alarm bell)

**All Clear:** "All Clear" is announced followed by regular recess bell.

**Early Closing of School:** Special instructions over an intercom or with runner.

**Earthquake:** Duck, cover signal - long, low bell. (Police siren)

**Bomb Threat:** Open intercom and announce "Code Red"  
Then ring the fire drill signal.

**Fallen Aircraft:** Fire signal to evacuate building.

**Intruder on Campus or Hostage Situation:** Use intercom or runners to relay message to/from office.  
Code work: "Mr. Q, Dial 1"

**Nuclear Attack:** Duck, cover signal.

**Other:** In the event of unforeseen emergencies requiring evacuation, the fire alarm will be used.

## BUILDING EVACUATION

1. The field is the designated assembly area.
2. Immediately upon hearing the Fire Alarm signal, students, faculty, and others in the building shall evacuate the building via prearranged evacuation route, quickly, quietly, and in single file. The last person out of the room shall pull the door closed, but will not lock it. All will proceed to the designated assembly area.
3. Students with special needs will be assisted by one or two other students or an adult aide.
4. Students will take nothing with them except for the clipboard holding emergency information and any emergency supplies.
5. If the regular exit is blocked, the teacher will lead the group to an alternate exit.
6. During recess the students should go to their assembly area on the field.
7. If a student is not with their regular class, they will remain with that class.
8. Upon reaching the assembly area, teachers shall take attendance. Any absences should immediately be reported to the Principal Admin. Designee. Necessary first aid should be performed. Students and teachers shall await further instructions. ICS automatically kicks in at this point.
9. The custodian will notify the utility companies of a break or suspected break in utilities.
10. The principal will determine whether the students will go home, or if any further action should be implemented. If students are released prior to regular hours, follow the

section "Releasing Students to Parents." He/she will also report any missing students to emergency personnel.

## **EVACUATION OF SCHOOL GROUNDS**

In the event the school can not be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to Spinelli Elementary.

The principal will call the Superintendent and transportation. Before leaving the school grounds a notice will be posted on the front door informing parents of where to pick up their children. If front door is no longer there, the notice will be placed on the flagpole. Masking tape and paper can be obtained from the Secretary.

When evacuating to Spinelli, the students will walk quickly, quietly, and in single file to Brown Otter, if busses are available, students will board on Brown Otter Drive. They will proceed to North Country Drive and then on to Moccasin, the next right. Moccasin leads to Blackfoot. Students will cross Watt Avenue to Scotland Drive and on to Spinelli. The alternate evacuation route is Brock Park on Antelope Road.

When releasing students to the care of parents or other adults, refer to the section entitled, "Release of Students to Parents".

## **SCHOOL EVACUATION INSTRUCTIONS**

Person in Charge: Kathy Lord

Alternate: Jason Farrel/Diane Chidlaw/Jeff Starrett

Alternate: Arlene Ballesteros/Esther Baker

### **Exit the Building**

...when the fire alarm sounds or instructed to, "leave the building".

### **Evacuation Instructions**

#### **Teachers**

- Take class lists, red/green cards and student emergency card.
- Make special provisions to assist handicapped students.
- Exit the building through assigned exit or nearest unblocked exit.
- Lead the class out of the building to pre-designated area at least 500 feet from building. Area must be free from hazards such as overhead power lines, gas lines and motor vehicle traffic.
- Take roll and report any missing students (by name) to the principal or designee at pre-designated location away from building

#### **Students**

- In Home Classroom
  - Leave **ALL** personal items in classroom.
  - Follow their teacher and exit in a quiet and orderly manner.
- NOT in homeroom
  - Leave **All** personal items in classroom.
  - Exit with their supervisor, or if alone, exit the nearest unblocked exit.
  - Remain with the class with which you exited.

#### **Staff Not Assigned To Classrooms**

- Will follow as directed in the Incident Command System
- Assist as directed by principal or designee.

**Principal or Designee**

- Report any missing persons to emergency response personnel.
- If building is determined to be safe to re-enter:
  - Determine **WHEN** it is safe to re-enter
  - Notify teachers by all clear signal or runner. **DO NOT USE FIRE ALARM SIGNAL** for re-entry.

**If building is unsafe to re-enter, evacuate the school site, using predetermined plan.**

- Instruct teachers to:
  - Release students to responsible adults using predetermined procedure.
  - Students will exit school grounds on Brown Otter Drive, either to board busses or to walk to Spinelli Elementary or Brock Park (alternate).

## **HAZARDOUS MATERIALS EVACUATION OR IN-PLACE SHELTERING**

An accidental release of hazardous materials may require the evacuation of people from certain areas to prevent injury or death. The school may be directly affected by toxic fumes and gases. Additionally, schools may be affected during the course of the incident through wind shift or a change in site conditions. Evacuation is a complex undertaking; it will be decided by the local fire or police department. The school (s) will be notified by emergency responders and the principal must contact the District Office for further instructions.

Responders will decide whether to order people to remain indoors (shelter-in-place), rescue individuals from the area, or order a general evacuation. The "remain indoors" option will be considered when the hazards are too great to risk exposure of evacuees. Rescuing people from the hazardous area may involve supplying protective equipment for evacuees to ensure their safety, so that it may not be used. A general evacuation requires a significant amount of lead-time, which may not be available.

### **General Evacuation**

Evacuation decisions are very incident-specific. If the release occurs slowly, or if there is a fire that cannot be controlled within a short time, then evacuation may be the sensible option. Evacuation during incidents involving the airborne release of chemicals is sometimes necessary.

If a general evacuation is ordered, the school population will be sent home, to Spinelli, or to another location. Students are evacuated by walking or on school busses.

If the school has been evacuated the response personnel will need to decide when it is safe for you to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

## **CHEMICALS**

All chemicals in the building are to be identified and stored according to district policy and procedures. Safety data sheets from vendors shall be on file and available for all chemicals in the office for quick reference. All personnel involved with chemicals in any manner are to be trained in their proper use.



The Fire Department shall be informed by the principal once each year of all chemicals used in the building and where they are stored. In the event of a hazardous material accident in the building, the principal (or designee) will decide if and how the building will be evacuated. If any accident should occur, the Fire Department, Center Unified School District Superintendent, and Sacramento County Health Department should be notified.

## **IN-PLACE SHELTERING**

Airborne toxicants can move downwind so rapidly that there would be no time to evacuate residents. For short-term releases, often the most prudent course of action for the protection of the nearby schools would be to remain inside with the doors closed, and the heating and air-conditioning systems turned off. An airborne cloud will frequently move past quickly.

In-place sheltering, therefore, may be a sensible course of action when the risks associated with an evacuation are outweighed by the benefits of in-place sheltering. In order for this protection measure to be effective, the effected population must be advised to follow the guidelines listed below.

- An announcement will come over the PA system telling you that the "in-place-shelter procedure" is in effect.
- Close all doors to the outside and close and lock all windows. (Windows seal better when locked). Seal gaps under doorways and windows with wet towels, and those around doorways and windows with duct tape (or similar thick tape) and sheets of plastic (precut and labeled before the incident). Have student assigned to specific tasks ahead of time.
- Ventilation systems should be turned off.
- Turn off all heating systems and air-conditioners.
- Seal any gaps around window type air-conditioners, exhaust fan grills, exhaust fans, and range vents, etc. with tape and plastic sheeting, wax paper, or aluminum wrap.
- Close as many internal doors as possible.
- If an outdoor explosion is possible, close drapes, curtains, and shades over windows. Avoid windows to prevent potential injury from flying glass.
- If you suspect that the gas or vapor has entered the structure you are in, hold a wet cloth over your nose and mouth.
- Tune in to the Emergency Alert System on the radio or television for information concerning the hazardous materials incident and in-place sheltering.

## **EARLY DISMISSAL**

The ultimate responsibility for the student's safety from the school to home in cases of emergency lies with the parent or guardian. Parents should work through community emergency preparedness groups to make preparations for the safety of their own children.

If an emergency occurs during the school day, and it is believed advisable to dismiss school, students will be provided shelter and supervision at the school as long as deemed reasonable by the principal.

The school will proceed on the basis that there will be no bus transportation or telephone communication. School will not be dismissed early unless school authorities have been assured by local emergency authorities that routes are safe for student use.

Follow the "Release of Students to Parents" plan.

## RELEASE OF STUDENTS TO PARENTS

Each teacher will have a copy of the student emergency information and a list of students on a clipboard. The adults listed on this card will be the ONLY adults the students will be released to. In an extreme situation with many injuries and/or the need is great to evacuate the school as soon as possible, it is an option for students to go home with adults not on the card, as long as the student knows the adult. The adult will sign the child out and the location they are headed will be noted on the student release paperwork in addition to the information below. The emergency information clipboard is to remain with the teacher during any building evacuation exercise including a fire drill.

Teachers assigned to the student assembly and release area must stay with the students until all students are picked up and/or the principal or his/her replacement approves of their leaving.

## STUDENT RELEASE FORM

Student's Name \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Teacher \_\_\_\_\_

Room # \_\_\_\_\_ Grade \_\_\_\_\_

### PERSON CHECKING OUT STUDENT:

Signature \_\_\_\_\_

-----

### IF NOT PARENT/GUARDIAN, PLEASE PRINT THE FOLLOWING INFORMATION:

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

Location where student can be found \_\_\_\_\_

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## **INFORMING PARENTS**

See "Release of Students to Parents" section to see how parents will be contacted in the event of an emergency.

This section is about the information sent home to parents at various times of the year to inform them of their responsibilities in the event of an emergency. The Emergency Response Plan will be available in the office for parental review and is available on the North Country website. At the beginning of the school year we will send home the following information:

Dear Parents:

Please review the following information regarding school and parent responsibilities for emergency school closure. Please help us to be efficient and helpful in caring for your child.

We have developed an emergency preparedness plan that outlines a variety of situations including fire, bomb threat, earthquake and the possibility of evacuation due to an unforeseen emergency. We would like parents to be advised as to what to expect while their children are in school. The following procedures will be implemented in case of an emergency:

1. In case of a fire alarm, students will be evacuated from the building. In the event of an **actual** fire that requires evacuation, students will be evacuated to either Spinelli Elementary School on Scotland Drive, or Brock Park located on Antelope Rd. If possible, notification will be sent to parents through the automatic dialing system, otherwise, parents will be informed by school officials during or after the evacuation.
2. If an emergency evacuation occurs before parents can be reached, a notice will be left on the front door informing parents where to find their children. Only parents or adults listed on the emergency information cards will be permitted to pick up students, except in extreme cases where evacuation needs to be immediate. In this case, your child will be released to an adult he/she knows. Documentation of this will be kept at the student assembly/ pick up area. Please make sure the information on the emergency card is up to date and includes all emergency contacts.
3. If there is an earthquake, students will be kept in classrooms until quaking stops. Students will then be evacuated from the building. If there is too much damage to use the school as shelter, see number 1.
4. Floods, power outages, severe storms or any other disaster will normally result in students being held at school in regular classes until the usual departure time or sent home as in number 2.
5. Parents should discuss the above information with their children and assure them that school personnel will care for them just as they do each day, until they can be re-united with parents.

As the new school year starts we would like to remind you that this is a good time to go over the following information with your children:

1. Practice and review emergency plans, family meeting places and emergency telephone numbers regularly with your children.
2. Each year make your child's teacher aware of his/her health or physical needs that would require special action or supplies during an emergency. Make sure the office has a supply of vital medication on hand.
3. Make sure your student's information card has the name, address, and phone number of all emergency contacts. Students will NOT be released to ANYONE not listed on this card except in an extreme crisis, and then the student must know the adult.
4. Make sure your child is familiar with the people listed on the emergency card and that they know that it is OK to leave with them in the event of an emergency. This may include a family code word.
5. Be aware that you may not be able to get to your child in the event of a large-scale emergency if you work a great distance from your child's school. Be aware that the person picking up your child may have them for several hours or even days.

## **BOMB THREAT PROCEDURES**

### **I. Office Personnel**

- A. If the threat is made by any means other than telephone, immediately notify an administrator.
- B. If the threat is made by telephone, the person receiving the call is to do the following.

- 1. Mentally form a picture of the caller - is the caller male or female? Juvenile or an adult? Does the voice sound familiar? If so Who? As soon as possible, indicate your impressions on the Bomb Threat Form.
- 2. Ask the caller three questions, in this order:
  - a. When is the bomb going to explode? The caller may or may not respond to this question. If the threat is real, chances are he/she will say something.

If the caller just hangs up without any comment to your questions, the chances are great that it is a prank call.

b. Where is the bomb located? What kind of bomb is it? If the caller responds to these questions, he/she will probably lie, but it will keep the caller talking and give you more time to identify him/her.

c. Why are you doing this? Where are you now? The caller's answer to these questions will give you a clue as to whether or not it is a real threat. IF he says he wants money, or is representing some group or organization, the chances that it is a real threat are increased. In NO EVENT suggest a reason to him by asking something like, "Do you want money?" let the caller provide the reason.

- 3. Note the time that the call was received, and immediately notify the Principal or Administrative Designee.
- 4. Call the Twin Rivers PD and ask for a unit to be dispatched to the school. (286-4875)

### **II. Administration**

Make a judgment as to the validity of the threat, and react in the following manner whether or not you believe this to be a prank:

- A. Notify teachers to evacuate their rooms by announcing "code red" followed by the fire drill signal. All students should be at least 500 ft. away from the building.
- B. Wait for law enforcement to arrive. Assist the officers as needed.
- C. Provide a designated employee (s) to assist law enforcement in search of suspicious objects on school grounds.

- D. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
    - i. Students will exit campus via Brown Otter Drive if the decision to evacuate is made.
  - E. Maintenance, Operations, & Transportation will be called to provide busses for students if necessary.
- III. Teachers
- A. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner in two lines and wait for you.
  - B. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
  - C. Keep your group together and walk with them to the field. Take your emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
  - D. When you hear the all clear signal (long ringing of the bell), return to your classroom in an orderly manner.
  - E. Do not let the students know that we have a bomb threat. Treat is as a routine "fire drill".
- IV. Custodians, Cooks, and other Classified Employees
- A. Check your work areas. Do a 360 degree visual check of your room(s) as described under "Teachers" above.
  - B. Assist Administration as needed.

# NORTH COUNTRY ELEMENTARY

## BOMB THREAT FORM

### RECEIVING A BOMB THREAT

#### INSTRUCTIONS:

Be calm and courteous: LISTEN! Do not interrupt the caller. Quietly attract the attention of someone nearby, indicating to them the nature of the call. Complete this form as soon as the caller hangs up and the school administration has been notified.

Exact time of call: \_\_\_\_\_

Exact words of caller:

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#### Questions to Ask

1. When is the bomb going to explode? \_\_\_\_\_
2. Where is the bomb? \_\_\_\_\_
3. What does it look like? \_\_\_\_\_
4. What kind of bomb is it? \_\_\_\_\_
5. What will cause it to detonate? \_\_\_\_\_
6. Did you place the bomb? \_\_\_\_\_
7. Why? \_\_\_\_\_
8. Where are you calling from? \_\_\_\_\_
9. What is your address? \_\_\_\_\_
10. What is your name? \_\_\_\_\_

#### Caller's Voice (Circle):

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

#### Voice Description (Circle):

Male	Female
Calm	Nervous
Young/Old	
Rough/Refined	

Accent: Yes No Describe \_\_\_\_\_

Speech Impediment: Yes No Describe \_\_\_\_\_

Unusual Phrases \_\_\_\_\_

Recognize Voice? If so, who do you think it was? \_\_\_\_\_

#### Background Noises (Circle):

Music \_\_\_\_\_ TV \_\_\_\_\_  
 Traffic Running Motor (type) \_\_\_\_\_  
 Horns \_\_\_\_\_ Whistles \_\_\_\_\_ Bells \_\_\_\_\_  
 Machinery \_\_\_\_\_ Aircraft \_\_\_\_\_ Tape Recorder \_\_\_\_\_ Other \_\_\_\_\_

**Additional Information:**

- A. Did the caller indicate knowledge of the facility? If so, how? In what ways? \_\_\_\_\_  
 \_\_\_\_\_
- B. What line did the call come in on? \_\_\_\_\_
- C. Is the number listed? Private Number? Whose? \_\_\_\_\_  
 \_\_\_\_\_
- D. Person Receiving Call \_\_\_\_\_
- E. Telephone number the call was received at \_\_\_\_\_
- F. Date \_\_\_\_\_
- G. Report call immediately to administration, call District Office and Twin Rivers PD.  
 (Refer to bomb incident plan) ,

Signature \_\_\_\_\_ Date \_\_\_\_\_



## THREATENING PHONE CALL FORM

Time call was received \_\_\_\_\_ Time Caller hung up \_\_\_\_\_

Try to get another person on the line and record the conversation. Exact words of person: \_\_\_\_\_

\_\_\_\_\_

Questions to ask if not already covered by caller's statement (record exact words)

1. What is your name? \_\_\_\_\_
2. What are you going to do? \_\_\_\_\_
3. What will prevent you from doing that? \_\_\_\_\_
4. Why are you doing this? \_\_\_\_\_
5. When are you doing this? \_\_\_\_\_
6. Where is the device right now? \_\_\_\_\_
7. What kind of device or material is it? \_\_\_\_\_
8. What does it look like? \_\_\_\_\_

Person Receiving the call

Person monitoring the call

Department \_\_\_\_\_

Department \_\_\_\_\_

Dept Phone No. \_\_\_\_\_

Dept Phone No. \_\_\_\_\_

Home Address \_\_\_\_\_

Home Address \_\_\_\_\_

Date: \_\_\_\_\_

## DOMESTIC OR CIVIL DISTURBANCE

It should be noted that the normal school routine serves to reduce the threat of civil disturbance within the school. The classroom unit keeps students in small groups where each student is more easily known and can be held responsible for his/her actions. Outsiders are generally recognized and the potential for problems can be reduced if the integrity of the individual classroom unit can be maintained. To reduce the potential for problems, these steps are standard procedure:

1. All teachers are to be at their lines directly after the final recess bell.
2. Teachers are expected to attend assemblies and sit with their classes.
3. Teachers and administrators are available if the need for control should arise before and after school.
4. The administration is aware of substitutes in the building and teachers in adjoining classrooms are available to assist substitutes in controlling students if the need should arise. Each substitute is provided with lesson plans by the teacher who is absent, whether by direct communication, previously prepared plans, or emergency plans on file in the office.
5. Teachers are asked to report the presence of any outsider they see to the administration.

In addition to the above listed procedures, teachers and administrators should be keenly aware of the general morale of the students. An atmosphere in which students feel free to approach teachers and discuss problems is encouraged so that a close working relationship with all the different groups in the school is sought.

It is important to be aware of community problems, which could possibly set the stage for civil disturbance. The PTA and School Site Council organizations can be helpful in determining problems and offering assistance. A liaison with law enforcement agencies must also be maintained.

## INTRUDER OR HOSTAGE SITUATION

Organized or unorganized terrorists would usually find themselves in one or two places within the school building. Either they would penetrate into the administration office, or they would infiltrate a classroom. The administration and staff have only two "weapons" in which to combat the situation: time and specific procedures. **The School Staff Should Not Attempt To Disarm Terrorists.**

The procedures for the following situations are as follows:

### TERRORIST OR INTRUDER ENTERS A CLASSROOM:

1. The teacher will try to make contact with the office via intercom phone.
2. If the teacher can not get to the communication system, he/she should attempt to send the code out the door with a student. The code is a **RED Q**. The student will take the code to the nearest classroom. A Red construction paper Q located near each exit is recommended. Students should be aware of where the code is kept and what it means. An alternative is the code phrase is **Mr. Q. Dial 1**, followed by the name of **YOUR** pod.

Do not take a chance if there is any doubt that the child will be seen exiting. If one is able to leave, he/she should crawl past any windows so as not to be seen.

3. Any teacher receiving the code from a student or other adult should immediately lock all doors, inform the office, and close the blinds. (If the note is from your pod, evacuate immediately to the next pod).
4. If there is another teacher, adult, or student in a back workroom who can safely make a call, line 6#0 will allow you to make an all call using the code, or call the office at 338-6480. Office number and 6#0 should be visibly posted near phone.
5. Immediately brief the students to sit down and be calm if you are faced with an intruder.
6. Try to obey all commands of the terrorist/intruder.
7. The office personnel upon receiving a HELP signal or written code will verbally announce the code over the intercom; "Mr. Q. Dial 1, Mr. Q. Dial 1", followed by the name of the pod where the incident is occurring. This is a signal to all other classrooms to proceed as if it were the Duck and Cover signal. Teachers will immediately lock ALL outside doors including workroom doors and close the blinds. Students should assume the duck and cover position under their desks. If the situation is occurring in your pod and you are in a pod with a connecting workroom, evacuate your students immediately and take them to the nearest safe classroom. Knock on the door and announce MR. Q! Mr. Q! This is the signal that it is safe for the teacher to answer the door. After you and your class are safely inside, instruct your students to assume the Duck and Cover position away from the windows.
8. Office will immediately dial 911 and call the Twin Rivers PD.
9. No one will evacuate the building unless instructed to do so by the principal or uniformed police officer.
10. Remain in your room until an ALL CLEAR signal is given.
11. Any student finding himself or herself en route to a classroom from the bathroom, office, library, or another classroom needs to go to the nearest classroom or building. If the door is locked, he/she is to knock and loudly call out the code.

### **TERRORIST OR INTRUDER ENTERS THE OFFICE:**

1. If the administrators, secretary office assistants, or any other staff members are able to phone out of the school without bringing harm to themselves, they will call 911.
2. If any staff member is able to announce the code over the communication system, they will do so. (Line 6, #0 will access the intercom on all outgoing phones in the office and lounge). If this is a possibility, the staff will hear, "Mr. Q. Dial 1, Mr. Q. Dial 1 HEMLOCK. Hemlock is the name of the entire permanent structure; the office, library, MP room, and kitchen. The all call is not heard in the office.
3. The principal or secretary will notify the superintendent if possible.
4. The school office personnel shall attempt to follow all commands of the terrorists.

### **TERRORIST OR INTRUDER APPEARS ON CAMPUS DURING RECESS:**

1. The teacher on yard duty who first notices an armed individual (gun, knife, or other dangerous weapon) on campus will signal other adults on the playground with 4 short blasts on a whistle. An adult will send a student to the closest classroom door to enter and ask the teacher inside to inform the office immediately.
2. The office will announce the code. If the incident is occurring on the playground, the code phrase will be followed by the words **OUTSIDE LINE**. This indicates that the situation is occurring somewhere out on the playground. The Duck and Cover signal will sound to alert all students in the field. All students and teachers in classrooms will react accordingly by assuming the duck and cover position.
3. Students on the playground hearing four short whistle blasts or hearing the Duck and Cover signal will look for the nearest teacher and follow instructions. Students need to be aware that four short whistle blasts designates a problem. If the intruder has a

weapon but is not firing, teachers should exit students as quickly as possible via one of the escape routes in that particular duty area. Students in the field should exit via Brown Otter Drive. The adult in charge will need to assess the situation to determine if students can re-enter the campus in between Pine and Cypress and take cover in the classroom(s) or if students need to evacuate the campus walking North on Brown Otter Drive.

4. Teachers will go in the opposite direction of the intruder. If teachers or students arrive at a classroom door and find it locked, someone will need to knock and call out " Mr. Q! Mr. Q!" to signal to the teacher inside that it is safe to open the door.
5. If an intruder arrives on the playground and starts firing shots, students and teachers should drop to the ground.
6. Teachers will need to keep an eye on the intruder at all times to determine what to do next. This type of a situation is unpredictable and unfortunately cannot be covered with pre-determined procedures. The main concern is to get as many students as possible off the playground and into a safe building.

## **PROCEDURE TO DEAL WITH CIVIL DISTURBANCES**

### **Violent Person**

Teachers are to be notified by intercom to close and lock classrooms until the situation is cleared by the administration and/or police. The "Duck and Cover" drill (long, low, bell will be initiated). Students located in the halls shall be moved to the nearest classroom as quickly as possible. While contact is made with law enforcement, one person (determined by the administration) may attempt to establish rapport with the person, otherwise do not confront this person; Contact the office immediately. The office will call 911 and the Safe School Officer. Administrators will inform the Superintendent.

If it is a parent with a restraining order planning to take his/her child, allow him/her to do so if it appears that it may be dangerous to intervene. Get a description of the subject, license #, make and model of car and direction of travel. If there are any records on this person in the school office have them ready for law enforcement. See further information for Kidnapping/Attempted Kidnapping on the following page.

### **Mob**

If the persons involved are from outside the school, the same procedure as used with a violent person should be implemented. If students are involved, the administration will determine the need for police assistance. If advance warning is received, steps will be taken to try to prevent the incident. In the absence of law enforcement, the administration will do whatever it believes necessary to alleviate the problem. The administration will make a written report of the entire incident.

### **Unidentified Person(s) Taking Control**

If an unidentified voice gives orders over the intercom threatening or calling a general assembly or asking for individuals, teachers are to close and lock their classroom doors. If an unidentified person comes to the room, he/she is to be asked for office clearance. Pick up the phone and contact the office if the person refuses to leave.

## KIDNAPPING/ATTEMPTED KIDNAPPING

**Definition:** The physical capture or attempted physical capture of a student or staff member against their will.

1. Principal or designee will contact the Sacramento Sheriff (911) and the Twin Rivers PD Officer.
2. Principal or designee will contact the Superintendent and report the situation.
3. Principal or designee will contact the Parent or Guardian of the kidnapping victim.
4. Principal or designee will inform the teachers of the situation and give further instructions regarding child safety.
5. Principal or designee will inform secretary on how to respond to phone calls regarding the incident.

## DEATH/SUICIDE

**Definition -** Death or suicide of a student, staff member or significant person close to the school where students and/or staff are affected.

Principal or designee shall:

1. Call 911 followed by Twin Rivers PD.
2. Contact Superintendent.
3. Notify immediate family-parent or guardian.
4. Identify key staff members at site to disseminate information at site level.
5. Communicate behavioral expectations to staff regarding:
  - Confidentiality issues.
  - Providing factual information
  - Available resources
6. Send home written information to parents on facts of incident and any follow-up services available.
7. Consult with psychologist or county office of education staff for intervention strategies including specific activities that can be used in the classroom.

If the incident causes a major disruption to school activities, evacuation may be necessary and will be determined by law enforcement, principal or designee.

## FIRE

### Actual Fire

1. In the event of a natural gas fire, sound alarm and then **TURN OFF MAIN GAS VALVES**. If the fire is small, use the fire extinguisher **AFTER** the gas is turned off.
2. In the event of an electrical fire, sound alarm and then **TURN OFF ELECTRICITY. DO NOT USE WATER OR WATER-ACID EXTINGUISHERS ON**

**ELECTRICAL SUPPOETED FIRES.** Only **SMALL** fires should be fought with an extinguisher.

3. The person locating the fire will sound the school alarm.
4. Follow the "Building Evacuation" instructions.
5. The principal will notify the superintendent's office.
6. The office staff will notify the utility companies of a break or a suspected break in utilities.
7. Keep access road open for emergency vehicles.
8. All staff will be responsible to peek in the door of classroom on either side and make sure they were informed of the fire.
9. The custodian is responsible for checking exits daily to make sure they are functional. All exits should be obvious, maintained and clear of obstructions.

## **Computer Labs**

All labs are to be equipped, as their needs require, for proper fire control and for emergency purposes. The nearest fire extinguisher is located in the Multi-Purpose room on the north wall near the stage.

## **Lunchrooms and Kitchens**

1. Emergency preparedness to control fire in school kitchen areas:  
Have automatic extinguishers over deep fryers and grills.  
Have fire extinguishers for all types of fires in proper location.  
Make sure that all of the kitchen personnel know where the extinguishers are located and how to operate them.  
Make sure that the kitchen personnel know which exit to take in case of fire.

**Whether it's a real fire or a drill, try to evacuate the building in fewer than two minutes.**

## **FIRE DRILL PROCEDURES**

The secretary will call the fire department to inform them it is a drill. The principal or vice-principal shall sound the alarm

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (in the field) with their classes. Staff not assigned a regular class of children will report to the same area to render any needed assistance to teachers.
2. Once each month, all teachers will instruct their classes in the correct procedures and behaviors to utilize during fire drills.
3. Once each month, a fire drill will be conducted by the school staff.
4. Students stand facing away from the building in silent lines.
5. Supervising staff will take roll. The whereabouts of all students should be known.
6. Any student in attendance at school but not with class or in a special class should be reported immediately to the principal.

## **SILENT FIRE DRILL/NEIGHBORHOOD DISASTER PLAN**

1. Silent fire drills and neighborhood disaster procedures will be used in the event of bell and/or intercom failure.
2. When a silent fire drill is in progress, a monitor appears at the door with a sign stating **SILENT FIRE DRILL**. The monitor will remain until the teacher sees the sign. The procedures to follow are the same as during a regular fire drill.
3. When a silent intruder on campus drill is in progress, a monitor appears at the door with a sign stating "Duck and Cover". The monitor will remain until the teachers see the sign.

## **FIRE EXTINGUISHERS**

Fire extinguishers are placed in strategic locations as recommended by the fire department (see map). Faculty members and other staff personnel shall be instructed in the use of the fire extinguisher.

All extinguishers, unless stated, are dry chemical types which are needed to put out type A, B, and C fires which include wood, textiles, gasoline, oil, greases, and electrical fires. In discharging a fire extinguisher, it should be held upright while the pin is pulled. The lever is then pressed while aiming at the base of the fire.

## **FIRE EXTINGUISHER INSPECTIONS**

The head custodian will be responsible for checking for possible building code violations and making sure all fire extinguishers are checked yearly for the following:

1. Check gauge for full charge. Report discharge or overcharge reading immediately to control office.
2. Check seal for breakage.
3. Check hose for crack, leaks, tears, etc.
4. Check casing for leaks or breakage.

## **FLOOD**

- Notify parents via radio & television.
- Notify bus drivers for an early/late dismissal.
- The custodian will shut off water to prevent contaminated water from entering the school supply.
- The custodian will shut off electricity to prevent electrical shock.
- If school is a designated emergency shelter and time permits, check all supplies and provisions prior to emergency operations.

## **AFTER THE DANGER IS OVER:**

Beware of contaminated food, water, broken gas lines, and wet electrical equipment. Resume classes only after a qualified person has done a building assessment (see returning to building under earthquake.)

## **MINOR FLOODING**

If the school experiences minor flooding (one or a few classrooms), the class (es) affected will evacuate to another part of the building (principal will decide where to go). Classes will continue. The principal will notify the superintendent and they will jointly decide what to do next.

## **EARTHQUAKE**

### **During the Quake**

Keep these points in mind in the event of an earthquake:

1. If an earthquake occurs, keep calm. Don't run or panic. If you take proper precautions, the chances are you will not be hurt.
2. **REMAIN WHERE YOU ARE.** If you are outdoors, stay outdoors. If you are indoors, stay indoors. In earthquakes, most injuries occur as people are entering or leaving buildings (from falling walls, electrical wires, etc).
3. The teacher will give the "drop and cover signal" if the bell system is not operable.
4. Everyone will get under his/her desk and cover his/her head. If a desk, table or bench (best choice) is not available, sit or stand against an inside wall or in an inside doorway. Stay away from the windows, outside walls, and outside doors.
5. If you are outside, stay away from the building, electric wires, poles, or anything else that might shake loose and fall. Look for open space and stay low.

### **After the Quake:**

For your own safety and that of others, you should carefully do the following:

1. About two minutes after the shaking stops, the fire bell will sound. If we have lost power, the teacher will give the command to evacuate the building.
2. Use the "Building Evacuation" plan.
3. Use extreme caution in entering or working in buildings that may have been damaged or weakened by the disaster.
4. Stay away from fallen or damaged electric wires, which may still be dangerous.
5. The custodian will check for leaking gas pipes. Do this by smell only-don't use matches or candles. If you smell gas:  
Open all windows and doors.  
Turn off the main gas valve at the meter.  
Leave the building immediately.  
Notify the Gas Company, police, and fire departments.  
Don't re-enter the building until it is safe.



6. The principal will confer with the Superintendent about evacuation of the school. If necessary, follow the "Evacuation of School Grounds" policy. Do not evacuate to another building unless it has received an inspection by a qualified person.

## **Re-entry of Building**

Follow the procedures of the re-entry instructions (after "Building Evacuation") except: the building should be inspected by a qualified person who has been trained in Building Analysis. This person will perform an inspection on structural soundness, electrical wiring, water distribution, oil, gas, and other fuel systems, and boiler and heating systems.

A damaged structure will be occupied only after authorization by the responsible local agency. Building supervisors will be notified of the corrective actions to be taken to return building to use.

## **WIND AND OTHER TYPES OF SEVERE WEATHER**

If severe weather conditions develop or occur during the night or at a time when school is not in session, a decision on closing the school will be made before 7:00 a.m. If a decision is made to close school, news media will be notified and asked to announce the closure prior to 9:00 a.m. The emergency phone tree will be used to notify staff members.

If severe weather conditions develop while school is in session, the Emergency Coordinator will monitor the latest developments via radio and keep in contact with the principal. The principal will keep in contact with the superintendent's office. If it is decided to close school, the following action will be taken:

1. The superintendent will notify radio stations and ask that a closure announcement be made which would specify the time students are to be released.
2. The principal will announce the closure to the faculty and students.
3. Staff members will be used to expeditiously evacuate the building.
4. Procedures outlined in the "Early Dismissal" plan will be followed.

## **MEDICAL EMERGENCIES**

Our school shall be prepared to provide basic first aid while summoning necessary emergency assistance.

A list of qualified persons who have had First Aid and CPR training should be maintained by the School Secretary for the principal. This list must be updated and distributed to the staff annually. At least ten percent of the staff should be trained in First Aid and CPR.

An Emergency Card will be filed in the office for each student with emergency numbers to call in case of an accident, injury, or illness. Parents will always be notified as soon as possible of any reportable accident, injury, or illness.

Any reportable accident or injury incurred on school property or during a school activity off campus will be reported in writing to the office of the principal no later than 24 hours from the occurrence. Accident forms are kept in the office.

A first aid kit shall be maintained in the office. A RED CROSS first aid booklet is provided with each kit. First Aid procedures will follow the current American Red Cross First Aid manual.

Although some staff members are trained in basic first aid, and CPR procedures, they are not to be considered medical experts.

**FOR SPECIFIC FIRST AID TREATMENT PLEASE SEE THE FOLLOWING PAGES.**

### **FIRST AID STATIONS:**

A first aid station is always maintained in the nurse's office. In the event of a large scale emergency, a triage area will be set up in the multi purpose room or next to Sequoia.

### **RESCUE:**

With a non-critical or less serious injury, move the victim to the nurse's office.

### **WITH A SERIOUS OR CRITICAL INJURY-DO THE FOLLOWING:**

1. Evaluate the situation. Unless the victim is in further danger, **DO NOT MOVE HIM.**
2. Be sure the victim is breathing.
3. Control serious breathing.
4. Send a runner to notify the office.
5. Treat for shock.
6. Keep comfortable and try to maintain normal body temperature.

### **WITH NON-CRITICAL ILLNESS OR INJURY-DO THE FOLLOWING:**

1. Administer first aid.
2. Notify parents for their information and action. If parents cannot be contacted, notify other adults on the emergency card.
3. If no one can be contacted, lie the student down in the nurse's office or send the student back to class if the injury doesn't warrant the need to keep a close watch on the student.
4. Keep a record of time of injury, what first aid was administered and at what time.

### **WITH CRITICAL ILLNESS OR INJURY-DO THE FOLLOWING:**

1. Administer first aid to the extent possible.
2. Call 9-1-1 if the situation is life threatening, or if the child in need of immediate medical intervention.
3. Notify parents for their action and information.
4. Keep a record of time of injury, what first aid was administered and at what time.
5. Notify the superintendent's office.
6. Complete appropriate injury, illness, or insurance report promptly.
7. Keep a record of which students were sent to the hospital.

## FIRST AID INSTRUCTIONS

Abdominal Pain	Eyes
Artificial Respiration	Fainting
Bleeding	Fracture
Internal Bleeding	Frostbite
Bone Injuries	Head Injury
Breathing	Heart Attack
Rescue Breathing	Nosebleeds
Burns	Pandemic Flu Plan
Choking (Heimlich Maneuver)	Poisoning
Convulsions or Seizures	Puncture Wounds
Diabetics	Seizure
Dog Bites	Shock
Ears	Sunstroke
Electric Shock	Wounds

### ABDOMINAL PAIN

Abdominal pain may be due to food poisoning, appendicitis, hernia, ulcer, gallstones, or kidney stones. The symptoms are so similar that medical assistance should be obtained if the pains continue for several hours.

### ARTIFICIAL RESPIRATION

- Steps for mouth to mouth artificial respiration:
  - Clear airway
  - Tilt head back (unless possible neck injury-use jaw thrust)
  - Pinch nostrils
  - Seal mouth and blow
  - Watch for chest to rise
  - Listen for air to escape from mouth
  - Watch for chest to fall
  - Repeat: 12-16 times per minute in adults 16-20 times per minute in children.
- If victim's tongue obstructs airway:
  - Tilt the head
  - Jut the jaw forward
- If facial injuries make it impossible to use mouth to mouth method then use the manual method.
  - Use mouth to nose if airtight seal impossible over victim's mouth.
  - Small child-cover both mouth and nose.
- Continue Artificial Respiration until victim begins to breathe for him/herself or until help arrives.
- Carbon Monoxide Poisoning or Asphyxiation (due to lacks of oxygen):

6. Check for breathing difficulties and give artificial respiration.

## **BLEEDING**

1. Apply direct pressure on the wound.
2. Elevate the wounded area if an arm or leg is bleeding.
3. Apply pressure on the supplying artery of the arm or leg if steps 1 and 2 do not stop bleeding.
4. Only as a last resort (if they will die without this) apply a tourniquet to stop bleeding. Once applied a tourniquet must be loosened or removed only by a doctor.

## **INTERNAL BLEEDING - TREAT FOR SHOCK**

## **BONE INJURIES**

1. Dislocations: fingers, thumb, shoulder  
Keep the part quiet. Immobilize shoulder with arm sling.
2. Fractures:
  - Signs of a closed fracture:
    1. Swelling
    2. Tenderness to touch
    3. Deformity
    4. Discoloration
  - Treatment (closed fracture-no bleeding wound or broken skin)
    1. Keep broken bone ends from moving
    2. Keep adjacent joints from moving
    3. Treat for shock
  - Treatment (open fracture-broken bone and broken skin)
    1. Do not move protruding bone end
    2. If bleeding, control bleeding by direct pressure on wound
    3. Treat the same as closed fracture after bleeding is controlled.
3. Sprains (injury to soft tissue around a joint)
  - Always immobilize
  - Elevate joint
  - Apply cold packs during first half hour
  - Treat the same as close fractures
  - X-ray may be necessary

## **BREATHING-Unconscious Person**

Breathing is the most critical thing we must do to stay alive. A primary cause of death is lack of air!

Be careful approaching an unconscious person. He or she may be in contact with electrical current. If this is the case, turn off the electricity before you touch the victim.

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.
  - a. Be sure the victim is lying flat in the back. If you have to roll the victim over, move the entire body at one time.
  - b. Loosen tight clothing around neck and chest.
3. Open the airway:
  - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
  - b. Place your ear close to the victim's mouth; listen and feel for breathing.
  - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.
  - d. Begin rescue breathing immediately. Have someone else summon professional help.

## **RESCUE BREATHING**

1. Giving mouth-to-mouth rescue breathing to an adult.
  - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
  - b. Place your mouth over the victim's, making a tight seal.
  - c. Breathe slowly and gently in to the victim until you see the chest rise. Give 2 breaths, each lasting about 1 ½ seconds. Pause between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
  - d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
  - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
    - i. The victim begins to breathe without your help
    - ii. The victim has no pulse (Begin CPR).
    - iii. Another trained rescuer takes over for you.
    - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children.
  - a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
  - b. Check for a pulse.
  - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
  - d. Recheck the pulse and for breathing.
  - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
  - f. Continue rescue breathing until one of the following occurs:
    - i. The child begins to breathe on his/her own.
    - ii. The child has no pulse (begin CPR).

- iii. Another trained rescuer takes over for you.
- iv. You are too tired to go on.

## BURNS

1. Degrees
  - Skin red (1st degree)
  - Blisters develop (2nd degree) Never break open blisters
  - Deep tissue damage (3rd degree)
2. First Aid for thermal burns-1st and 2nd degree burns to exclude air:
  - Submerge in cold water
  - Apply a cold pack
  - Cover with a thick dressing or plastic (Do not use plastic on face)
  - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.
3. First Aid for 3rd degree burns
  - Apply a thick, dry sterile dressing and bandage to keep out air.
  - If large area, wrap with a clean sheet or towel
  - Keep burned hands and feet elevated and get medical help immediately.
  - Treat the same as shock victim, giving fluids as indicated; warmth necessary
4. First Aid for chemical burns
  - Wash chemical away with water
5. Acid burn to the eye (also alkali burns)
  - Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
  - If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
  - Have victim close the eye, place eye pad over lid, bandage and get medical help.

## CHOKING (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak, **IMMEDIATELY DO THE FOLLOWING:**

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.

- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

## **CONVULSIONS OR SEIZURES**

### **1. Symptoms**

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

### **2. Causes**

- Head injuries
- Severe infections
- Epilepsy

### **3. Treatment**

- Prevent patient from hurting himself
- Loosen tight clothing
- Do not restrain
- If breathing stops, apply mouth to mouth resuscitation
- Do not give liquids nor put patient in warm water
- When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

## **DIABETICS**

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These people often wear some type of medical identification.

## **DOG, OR OTHER ANIMAL, BITES**

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control enter. Give description of the animal and name and address of the victim.
4. Complete the **Report of Student Accident Form**.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

## **EARS**

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.

## **ELECTRIC SHOCK**

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull plug.
3. Be aware of the possibility of breathing emergency.

## **EYES**

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

## **FAINTING**

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, and disturbance of vision and nausea.
2. Place the victim in a reclining position and treat as for shock. If a victim feels faint, have him sit and place his head between the knees.

## **FRACTURE**

**Bone Fracture** (unless in imminent danger, do not move the individual)

**Closed Fracture:** The signs of a closed fracture are swelling, tenderness, deformity, and discoloration. When there is a fracture (or suspected fracture):

1. Keep the injured person calm
2. Do not permit the victim to walk about.
3. Notify parent.
4. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
5. Call for emergency help for leg, back, neck, or hip injuries, or if parent is unable to take child for medical care.

**Compound Fracture:** Your objectives are to prevent shock, further injury, or infection in compound fractures (where skin has been broken).

1. Keep the injured person calm and cover him only enough to keep him from losing body heat.
2. Do not try to push the broken bone back in to place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back in to place.
4. Do not permit the victim to walk about.
5. Notify Parent.
6. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
7. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.



## **FROSTBITE**

1. The frostbitten area will be slightly reddened with a tingling sensation pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.
2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees.) Don't rub the area nor break the blisters.

## **HEAD INJURY**

1. Symptoms
  - May or may not be unconscious
  - Unconsciousness may be delayed one-half hour or more
  - Bleeding from mouth, nose or ear
  - Paralysis of one or more of extremities
  - Difference in size of pupils of the eyes
2. First Aid of Head Injuries:
  - No stimulants or fluids
  - Don't raise his feet; keep the victim FLAT
  - Observe carefully for stopped breathing or blocked airway
  - Get medical help immediately
  - When transported, gently lay flat
  - Position head to side so secretions may drool from corner of mouth
  - Loosen clothing at neck

## **HEART ATTACK**

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration, indicating shock. Extreme exhaustion may also accompany the attack. The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

## **NOSEBLEEDS**

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5-10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled. Medical help is needed. Maintain pressure on nose until a doctor is present.

## **PANDEMIC FLU PLAN**

### **Seasonal Flu**

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

## **Mild to Moderate Pandemic**

- Caused by new influenza virus that has not previously circulated and can be easily spread.
- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

## **Severe Pandemic**

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

Measures to limit the spread of flu:

Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.

- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water or soap and alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended. Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

## **Social distancing**

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wiping phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily

Open windows if weather permits while room is occupied or while students leave the room for lunch. Possible school closure for a short amount of time early in the course of a community outbreak.

Consult [www.pandemicflu.gov](http://www.pandemicflu.gov) and /or See Details re: **Pandemic Flu at the end of this section.**

## **POISONING**

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

## **PUNCTURE WOUNDS (knife and gunshot)**

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds. Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection; severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, **DO NOT REMOVE IT.**

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.
- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

## SEIZURE

This can be an alarming sight; a person who's limbs jerk violently, whose eyes may roll upward, whose breath may become heavy with dribbling or even frothing at the mouth,. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything in to the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
  - a. There is little you can do to stop a seizure.
  - b. Call for help.
  - c. Let the seizure run its course.
  - d. Help the victim to lie down and keep from falling to avoid injury.
  - e. Do not use force.
  - f. Loosen restrictive clothing.
  - g. Do not try to restrain a seizure victim.
  - h. Cushion the victim's head using folded clothing or a small pillow.
  - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.
2. After a seizure:
  - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
  - b. Check to see if the victim is wearing a **MEDIC ALERT** or similar bracelet. It describes emergency medical requirements.
  - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. **This is a medical emergency, call 911.**

### **SHOCK**

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
  - Pale, cold, moist skin
  - Weak and/or rapid pulse
  - Rapid Breathing
  - Altered Consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
  - Have the victim lie down
  - Control any external bleeding
  - Help the victim maintain body temperature, cover to avoid chilling
  - Reassure the victim
  - Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
  - Do not provide anything to eat or drink.
  - Call 911
  - Call parents

### **SUNSTROKE**

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

### **WOUNDS**

**An abrasion** is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

**An incision** is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

**A laceration** is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

**A puncture wound** is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

North Country's Safe School Vision projects an image of responsive awareness. There is an orderly, purposeful atmosphere, which is free from the threat of personal harm. Students learn in a safe and nurturing environment with the expectation that they will become productive, self-confident, and responsible citizens.

## **THE SCHOOL CLIMATE:**

An action plan for people and programs reflecting the school's social environment

Our school is a place where students are encouraged as individuals to contribute to the smooth functioning of the school. Our students will display a sense of pride in belonging to a school with high academic standards, meaningful activities, and an awareness of self, others and the environment. A well-rounded curriculum in addition to fair and consistent rules and procedures provides a solid foundation for a positive school environment.

### **Objective 1: Creating a caring school climate**

As a result of the student survey, new and existing programs will provide students with opportunities to feel that they are a part of things going on around them. The next survey shall reflect an approval rating of 80% or higher relating to students' sense of belonging and participation.

#### **1. Related Activities**

##### **a) Cooperative learning and Buddy programs between older and younger students**

- Instills empathy in older students
- Develops a sense of competency in older students
- Helps both older and younger students to feel cared about and relate to school
- Gives younger students role models for caring and helping

##### **b) Character Education**

- Monthly character traits introduced by teachers, reinforced by administrators promote good behavior
  - Students representing each trait earn charms for their collection. Their photos are displayed in the multi-purpose room.
- Students are encouraged to "walk the talk" when out on the playground
- Schools with character education programs have reported gains in reading and math scores
- Decreases vandalism
- Maintains high standards for behavior, decreases student referrals and contributes to a safer, more caring environment

##### **c) Student Recognition**

- Spirit Assemblies are held during each grading period
  - Students are recognized and awarded certificates, ribbons and charms for academics, citizenship and perfect attendance

- Club members are recognized during Spirit Day
- Timberwolf Tickets awarded to students displaying courteous lunchtime behavior in addition to every Friday that they do not turn a behavior warning card in their classroom
- North Country cash awarded to students to spend at NoCo Store
- d) Anti-Bullying strategies are implemented with expected behavior reflecting KSRLP – Kind, Safe, Respectful, Logical, Positive
  - Anti-bullying strategies such as “Grandma Rose’s” “Don’t bite the hook”, walk away from conflict, being part of the solution and not the problem and avoiding rumors
  - Student Rules Assembly held twice each year reinforces expectations
  - Sexual Harassment Policy defined to 4<sup>th</sup> and 5<sup>th</sup> graders via video presentation\*
  - Second Step violence prevention curriculum (K-5) assists students in solving conflicts and having the self-confidence to do so
  - Life Skills (grade 5) assists students with ethical issues and doing the right thing
- e) Student clubs and activities help to improve grades by providing students with activities that interest them and encourage them to come to school
  - Timberwolf Trotters before school walking program for students in grades 1-5
  - Tech Mentors computer technology instruction for students in grades 4-5
  - Conflict Managers – students in grades 4-5 assist students during recess in solving conflicts and disagreements
  - Art Club Grades 3-5
  - Garden Club grades 2-5
  - After school G.A.T.E. program
  - TLC Timberwolf Learning Club grades 1-5
  - Spring Musical Production/Drama Club
  - Timberwolf Trotters Walking Club/Nutrition Club
  - TECH MENTORS – grades 4-5

## **Objective 2: Meaningful Participation**

As a result of the aforementioned activities and programs in addition to the following school or district wide programs, and positive behavioral support for students, North Country will experience an approval rating of 80% or higher on the next parent survey relating to meaningful participation of students.

### **1) Related Activities**

- a) Positive reinforcement is practiced in all classrooms with accommodations and modifications tailored to individual students
- b) Behavior Support contracts developed when student receives three or more referrals
- c) Appropriate behavior is modeled, coached and expected
- d) Second Step curriculum implemented 30 minutes weekly
- e) Staff development opportunities are offered during staff meetings and in monthly district sessions on topics such as student writing activities, technology, special education strategies, organizational techniques, and core curriculum
- f) Consistent school-wide discipline policy
- g) Character education- A different character trait is highlighted each month
- h) Field trips appropriate to grade level

- i) Encourage parent classroom volunteers
- j) Involvement with PTA family activities
- k)
  - Fall festival, spring event
  - North Country student store
  - Scholastic book fairs
  - Santa Store
  - Participation in school-wide events
  - Student assemblies
- l) School-wide events and programs for students are encouraged by teachers
  - ISPS (In School Postal System)
  - Author Day
  - North Country Reads – supplemental reading incentive program
  - Title I TLC – Learning Lab and before school program for students needing supplemental instruction
  - Foyer Bulletin board highlights student work
  - Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation
  - Assemblies to heighten student awareness on ecological issues, moral character, music, arts or health are provided

### **Objective 3: Parent/Student Communication**

As a result of the following methods, procedures and activities, student and parent surveys relating to communication shall demonstrate an approval rating of 80% or higher.

#### **1) Related Activities**

- a) Timberwolf Times newsletter featuring school-wide events and student accomplishments
- b) Family Reading Night
- c) Title I parent informational night to explain the program and what is available for students in all grade level
- d) North Country website featuring school calendar, teacher e-mail, Aeries homelink, parent handbook, emergency plan and other pertinent student information
- e) Parent information handbook is sent home at the beginning of each school year and given to new, enrolling students' parents. This will also be posted on school website. Parent handbook includes school-wide discipline plan.
- f) PTA meets once each month
- g) SSC (School Site Council) meets each month. Three SSC meetings are combined with ELAC (Oct. Jan. and April)
- h) Back to School Night/Open House
- i) Teachers will contact parents via phone or e-mail to keep them updated on student progress and/or behavior.
- j) Rules Assembly for students twice yearly in addition to clear academic and behavior expectations outlined by teachers
- k) Classroom behavior incentives/positive reinforcement
- l) Each day, parents of absent students are called
- m) Telephone reminders of minimum days, holidays and special events
- n) School Site Council agenda will be posted in foyer
- o) Parent Teacher conferences are held twice each year
- p) Student recognition opportunities
- q) Interpreter is arranged for parent conferences, SST and IEP meetings when needed

- r) SST (Student Study Team) meetings are scheduled for students with concerns. Teachers or parents may request a SST.
- s) English Language parents may attend ELAC informational meetings. Translators are provided
- t) Coordination with Resource teacher, classroom teacher, parent, psychologist, speech therapist, administrator and student for students with special needs
- u) Information on strategies to help parents with students will be distributed during conferences and/or Back to School night

## **THE PHYSICAL ENVIRONMENT:**

### **An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety**

#### **Objective 1: Student Safety relating to Emergency Procedures**

As a result of the following policies and procedures, the safety of all students is of utmost importance and shall receive an approval rating of 80% or higher on parent and student surveys.

##### **1) Related Activities**

- a) Practice drills for fire and intruder on campus are held monthly
- b) Specific emergency procedures are listed in the Emergency Plan component of this handbook and is distributed to all staff members with copies in the office available to parents and law enforcement
  - The plan is updated yearly and approved by SSC and The Board of Trustees
  - The plan is reviewed by the staff at least once a year
  - North Country's Safety Committee meets at least once yearly to amend or review the plan and make recommendations
- The Safety Committee understands the limitations of the school budget, and has made recommendations to purchase surveillance equipment when it is allowable and advisable by the School Site Council.
- c) Safety information is included in the parent handbook and will be posted on North Country's website
- d) The staff is instructed to implement a lock down if there is any doubt regarding a stranger on campus
- e) All adults must sign in the office before going to classrooms or any other building or outdoor area on campus
- f) Posters are prominently displayed in windows with a warning that parents and neighbors have been given the number to the Twin Rivers PD to report suspicious activity or vandalism
- g) Graffiti, broken windows and any other damage found in the morning is reported immediately to the district's maintenance office
- h) It is taught and reinforced that students are to report any dangerous object including broken glass, a weapon, lighters, matches, etc. to an adult immediately and not to touch that object
- i) The District's Volunteer Policy requires fingerprint clearance, TB test and Megan's Law database check for parents who will be working with students outside of the teacher's supervision



- j) The District contracts with the Twin Rivers PD. Officers are available on an as-needed basis

## **Objective 2: Student Safety within the daily routine**

As a result of the following programs and procedures, at least 95% of all surveyed students will report that they feel secure and safe while at school

### **1) Related Activities**

- a) Staff members communicate with students on a personal level
- b) Second Step curriculum
- c) Conflict Managers available during recesses
- d) Character Education
- e) Red Ribbon Week, Author Day, Student Motivation assembly – all carry a “Believe in Yourself” theme with specific emphasis on anti-bullying
- f) After recess freeze bell will prompt a “cool down, calm down” frame of mind as students stop, then walk toward classroom lines
- g) Students experience an assembly twice a year relating to appropriate behavior, lunchroom procedures, dangerous objects, proper attire, conflict management skills and emergency drills
- h) Sexual Harassment information for students in grades 4-5
- i) Teachers, instructional assistants, custodians and other school personnel provide campus supervision. Students are instructed that they may seek help from any adult on campus

## **Objective 3: Student Health**

The following procedures and policies are in place to supplement the health of the students and staff. Additionally, as a result of the District Health and Wellness policy, students will experience new and existing opportunities on campus. At least 80% of our parents will indicate their awareness relating to the health and welfare of students on the parent survey.

### **1) Related Activities**

- a) A salad bar is offered each day during lunch
- b) Timberwolf Trotters meet three times a week before school for a wellness walk
- c) Healthy snacks are encouraged
- d) Cardio activities are included during PE - PE interns from Sac State
- e) Fifth grade takes part in an annual PE assessment
- f) Hearing and Vision screenings are scheduled through the District’s nurse and may be requested by a teacher, parent or SST members
- g) Resources for vision, medical and dental are available through the District nurse or through Spinelli School’s Healthy Start program
- h) Dental screening for all students through Healthy Start program
- i) Notification of contagious disease (or lice) is facilitated by the District’s nurse or health assistant
- j) All adults working with students must have a valid TB test
- k) Students sent home for lice must be screened by District health personnel before returning to class
- l) District health personnel review student shot records annually
- m) Students and parents are informed about MRSA (staph infections) and H1N1 flu virus. Frequent hand-washing is encouraged. Anti-bacterial wipes are purchased by our friends at St. Clare for all classrooms.
- n) Counselors/Mentors available for students designated “Homeless” through Healthy Start

## **THE SOCIAL ENVIRONMENT:**

### **An action plan to maintain the school's organizational structure**

**Objective 1:** A pro-active role is maintained by all staff members relating to the success of the school's operation. At least 80% of surveyed parents will agree that the staff works cohesively to inform students of established rules and procedures, reinforces safe practices and keeps parents aware of school-wide activities and events.

#### **1) Related Activities - Staff**

- a) Shared decision making is encouraged by the leadership team
  - Staff must meet, discuss and vote on any new or existing school procedure or policy that has been brought to the table before changes are made
  - Staff agrees to a school-wide discipline policy meaning every student on campus is the responsibility of all
- b) Staff Development opportunities are often provided by North Country's own staff members
- c) Staff members are a part of School Site Council and PTA. Staff members share in the attendance of school-wide events
- d) Staff members facilitate clubs and activities for students
  - G.A.T.E.
  - Art Club
  - Spring theatrical production/Drama Club
  - Timberwolf Trotters walking club
  - TLC morning program
  - Tech Mentors
  - Spirit Day
  - Garden Club
  - Conflict Managers
  - Family Reading Night
- e) Staff members work together to reinforce rules and procedures via school-wide discipline policy
- f) Staff members stay in contact with parents via e-mail, conferences, phone calls and or written messages
- g) Staff members keep the Leadership Team Informed of any concerns or issues that may arise on a daily or weekly basis
- h) Staff meetings occur once weekly covering necessary information, staff development, discussions regarding change in procedures and also include recognitions
- i) Administrators frequently walk through classrooms to identify Best Practices

#### **2) Related Activities – Students**

- a) Clubs and activities
- b) Involvement with Big Buddy Program
- c) Assistance from instructional assistants and specialists in academics and/or Accelerated Reading Program
- d) Experiencing workshop, rotation periods and Second Step from other grade level teachers

- e) Special Ed. students are mainstreamed in the aforementioned activities and in core subjects when appropriate
- f) Students earn charms and certificates for academics, character education, perfect attendance and citizenship and are publicly recognized for their accomplishments
- g) Students participate in extra-curricular activities encouraging parent attendance and/or participation
- h) English Learner students are assisted in the EL program and with Accelerated Reader
- i) In School Postal Service to encourage student writing and correspondence. Older students provide this service acting as postal workers and letter carriers

## **PHYSICAL SCHOOL ENVIRONMENT**

North Country Elementary is located in Antelope at the north end of Sacramento County. The campus experiences mild to moderate vandalism during evening hours, however, the frequency of occurrences has lessened within the past year. The immediate area around the school includes single family dwellings, duplexes and apartments.

The school site encompasses 10 acres. There are two sets of classroom buildings facing the south parking lot with three nature areas and walkway in between the buildings. This cannot be seen from the street. Also, the office faces the parking lot which is connected to the multi-purpose room and library.

Four sets of re-locatable classroom buildings (twelve in all) are positioned on the west side, facing each other and away from the parking lot. These buildings are fenced off after hours. The playground is grass and asphalt and includes goal posts, two baseball diamonds, basketball and volleyball courts and running lanes. North Country is an open campus, not enclosed by gates.

During the school day, staff members and administrators provide campus supervision. The entire playground is easily seen if standing on the asphalt anywhere near the playground structure. A Safe School Officer is available if needed.

It shall be the practice of North Country Elementary and Center Unified to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

### **Maintenance of School Buildings/Classrooms**

The school's physical facility is well maintained and generally looks neat and clean. The school was most recently painted in 2004. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. The grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. The students take pride in the appearance of the school.

### **Internal Security Procedures**

North Country has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code. Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of North Country.


Site administrators contribute to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. North Country employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse. If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms and an emergency bell system. Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. An outdoor surveillance system will be installed in 2008 to deter vandalism and/or apprehend vandals

#### **Inventory System – Engraved ID, Security Storage**

All school-site equipment has a metal ID tag or bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

# H1N1 FLU FACT SHEET

 <p><b>SACRAMENTO</b> <b>PUBLIC HEALTH</b></p>	<p><b>H1N1 Flu (Swine Flu) Fact Sheet from Sacramento County Public Health</b> German Trovati, M.D. Sacramento County Public Health Officer</p> <p><b>Advice for Parents of School-age Children</b></p>
www.scpd.com	For more information, visit <a href="http://www1.scpd.com/sacphd">www1.scpd.com/sacphd</a> or call 916.441.2000

This page provides parents and students heading back to school with some important information on H1N1 flu. As children return to school and spend less time outdoors and more time in confined spaces such as classrooms, we expect to see more illness caused by H1N1 flu.

H1N1 flu is present throughout Sacramento County. Schools in Sacramento County will not be dismissed for cases of H1N1 influenza unless there are a large number of students or faculty who are ill, interfering with the school's ability to function. Sacramento County Public Health will consider school and childcare dismissal on an individual basis, taking into consideration the best health information available at the time. We ask that children and their families follow these prevention tips:

**Wash Your Hands the Right Way**  
Washing your hands is simple and it's the best way to prevent infection and illness. Teach your children to wash their hands the right way! When washing hands with soap and water:

- Wet your hands with clean running water and apply soap. Use warm water if it is available.
- Rub hands together to make a lather and scrub all surfaces.
- Continue rubbing hands for 15-20 seconds. Need a timer? Imagine singing "Happy Birthday" twice through to a friend.
- Rinse hands well under running water.
- Dry your hands using a paper towel or air dryer.
- If possible, use your paper towel to turn off the faucet.
- Always use soap and water if your hands are visibly dirty.

If soap and clean water are not available, use an alcohol-based hand rub to clean your hands. Alcohol-based hand rubs significantly reduce the number of germs on skin and are fast-acting. When using an alcohol-based hand sanitizer:

- Apply hand rub to the palm of one hand.
- Rub hands together.
- Rub the product over all surfaces of hands and fingers until hands are dry.

**Avoid Contact with Sick People**  
Try to avoid close contact (within six feet) with anyone who is sick with the flu. People of any age with chronic medical conditions (such as asthma, diabetes, or heart disease), pregnant women, young children and people 65 years and older should be especially careful. Infants should not be cared for by sick family members.

(Continued)

### **Stay Home if Sick**

If your child is sick, keep him/her home, providing plenty of rest and fluids. It is best if your child is in a separate room, so as not to spread the flu to other household members. If your child has no chronic illnesses, it is likely that s/he will get better without needing to see a doctor; however, watch for warning signs that your child may be getting very sick. These include: fast breathing or trouble breathing; bluish or gray skin color; not drinking enough fluids; not urinating or no tears when crying; severe or persistent vomiting; pain or pressure in the chest or abdomen; confusion or improvement followed by a return of fever and worse cough. Keep your child home until s/he has had no fever for 24 hours without using anti-fever medicines. A doctor's note is not necessary to return to school.

### **Cover Coughs and Sneezes**

H1N1 spreads from person to person in the same way as seasonal flu: through coughing or sneezing by people with influenza. The influenza virus is put into the air and inhaled by those nearby or picked up from surfaces where the virus might have landed. Teach children to cover their nose and mouth with a tissue when they cough or sneeze. Make sure they throw the tissue in the trash after they've used it and wash their hands the right way. If tissue is not available, teach children the "Dracula cough." Children should simply cough or sneeze into their inner elbow or upper arm in the same way that Count Dracula hides his face!

### **Get Vaccinated**

Although we don't yet know exactly when H1N1 flu vaccine will be available, seasonal flu vaccine will be available late summer or early fall. Seasonal flu vaccine doesn't protect against H1N1 flu, but it does protect against seasonal influenza viruses that will also be circulating. Every year, an estimated 36,000 people die from illness related to seasonal flu in the United States.

The seasonal flu vaccine is recommended for all children ages 6 months to 19 years. This is because, as we learned with H1N1 flu, children often get the flu at school and then bring it home to the family. It's especially important to protect younger siblings and older relatives with weaker immune systems who can have serious complications from the flu. Flu vaccine keeps children healthy and prevents them from spreading the flu to others. You can get the vaccine from your health care provider or check [www.SCPH.com](http://www.SCPH.com) for flu clinic locations.

Seasonal flu vaccine is also recommended for almost everyone else in our community—especially pregnant women, those who are 50 years and older, health care workers, those who care for children under 5 years old, and everyone who has a chronic illness, such as asthma, diabetes or heart disease.

To find out where to get seasonal flu vaccine for you and your family, contact your health care provider or health plan. You can also visit [www.SCPH.com](http://www.SCPH.com) for Sacramento County flu clinic locations.

### Online Resources:

[www.SCPH.com](http://www.SCPH.com)  
[www.twitter.com/SacPublicHealth](https://twitter.com/SacPublicHealth)  
[www.CDPH.ca.gov](http://www.CDPH.ca.gov)  
[www.flu.gov](http://www.flu.gov)

Sacramento County Public Health Division  
 Sacramento County Public Health Division Twitter Feed  
 California Department of Public Health  
 U.S. Centers for Disease Control and Prevention

# Center Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site:** Business Department

**Date:** 11/06/09

**Action Item**

**To:** Board of Trustees

**Information Item**

**From:** Jeanne Bess

**# Attached Page** 1

**Principal's Initials:** \_\_\_\_\_

**SUBJECT:**

**APPROVAL OF CENTER UNIFIED SCHOOL DISTRICT  
PAYROLL ORDERS**

The Governing board is asked to approve the attached payroll  
Orders for July 2009 through October 2009.

**RECOMMENDATION:** That the CUSD Board of Trustees approve the  
District Payroll Orders for July through October 2009.

**CONSENT AGENDA**

<b>DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2010</b>					
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	REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY	\$ 1,070,100.82			\$ 1,070,100.82	228
AUG	\$ 2,584,327.54			\$ 2,584,327.54	567
SEPT	\$ 2,638,952.23			\$ 2,638,952.23	655
OCT	\$ 2,629,714.36			\$ 2,629,714.36	670
NOV				\$ -	
DEC				\$ -	
2-Jan				\$ -	
JAN				\$ -	
FEB				\$ -	
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
JUNE DEFFERED				\$ -	
JULY DEFFERED				\$ -	
SPECIAL				\$ -	
SPECIAL				\$ -	
	<b>\$ 8,923,094.95</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 8,923,094.95</b>	<b>2120</b>



# Center Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site: Business Department**

**Date: October 2009**

**Action Item**

**To: Board of Trustees**

**Information Item**

**From: Jeanne Bess**

**# Attached Pages 116**

**SUBJECT: Supplemental Agenda – Commercial Warrant Registers  
October 2, 2009, \$371,530.78, October 9, 2009, \$267,959.52,  
October 16, 2009, \$161,087.21, October 23, 2009, \$338,920.71  
October 30, 2009, \$1,705,290.13**

**The commercial warrant payments to vendors totals  
\$ 2,844,788.35**

**RECOMMENDATION: That the CUSD Board of Trustees approve the  
Supplemental Agenda – Vendor Warrants as  
presented**

**CONSENT AGENDA**

**XIV-13**

81 CENTER UNIFIED SCHOOL DIST.  
10-02-2009

ACCOUNTS PAYABLE PRELIST

J6466 APY500 H.02.05 10/01/09 PAGE 0

Batch status: A All

From batch: 0020

To batch: 0021

Include Revolving Cash: Y

Include Address: Y

81 CENTER UNIFIED SCHOOL DIST.  
10-02-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0020 09-02-09  
FUND : 01 GENERAL FUND

J6466 APY500 H.02.05 10/01/09 PAGE 1  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP	Liq Amt	Net Amount		
021774/00	ACOUSTICAL MATERIAL SERVICES						
	4040 VISTA PARK CT.						
	SUITE 30						
	SACRAMENTO, CA 95834						
974 PO-000814	10/02/2009	166976000	1 01-8150-0-4300-106-0000-8110-007-000 NN P	477.26	477.26		
			TOTAL PAYMENT AMOUNT	477.26 *	477.26		
015722/00	ACSA FOUNDATION FOR EDUC.ADMIN						
	1575 BAYSHORE HIGHWAY						
	BURLINGAME, CA 94010						
1145 PO-000961	10/02/2009	062781-TIGNER	1 01-0000-0-5300-110-0000-7200-004-000 NN F	900.00	900.00		
			TOTAL PAYMENT AMOUNT	900.00 *	900.00		
019433/00	ADI						
	FILE 57418						
	LOS ANGELES, CA 90074-7418						
17 PO-000025	10/02/2009	XINE1801	1 01-8150-0-4300-106-0000-8110-007-000 NN P	90.06	90.06		
			TOTAL PAYMENT AMOUNT	90.06 *	90.06		
014733/00	ALL WEST COACHLINES INC.						
	7701 WILBUR WAY						
	SACRAMENTO, CA 95828						
1143 PO-000958	10/02/2009	29557	1 01-0000-0-5810-472-1110-4000-014-915 NN F	787.50	787.50		
			TOTAL PAYMENT AMOUNT	787.50 *	787.50		
011757/00	ATHLETICS UNLIMITED						
	4648 WHITNEY AVENUE						
	SACRAMENTO, CA 95821-4172						
695 PO-000587	10/02/2009	9832-00	1 01-0054-0-5800-371-1110-1000-012-000 NN F	223.55	223.55		
			TOTAL PAYMENT AMOUNT	223.55 *	223.55		

81 CENTER UNIFIED SCHOOL DIST.  
10-02-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0020 09-02-09  
FUND : 01 GENERAL FUND

J6466 APY500 H.02.05 10/01/09 PAGE 2  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description			FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP		
021669/00	BAIONI, RON						
1082 PO-000909	10/02/2009	REIMB	1	01-0054-0-4300-371-0000-2700-012-000	NN F	119.95	119.95
1083 PO-000910	10/02/2009	REIMB	1	01-0054-0-4300-371-0000-2700-012-000	NN F	19.42	19.42
TOTAL PAYMENT AMOUNT						139.37 *	139.37
016792/00	BAKER, KIM						
1141 PO-000957	10/02/2009	009-48	1	01-7230-0-5800-112-0000-3600-007-000	NN P	18.48	18.48
TOTAL PAYMENT AMOUNT						18.48 *	18.48
018196/00	BULBMAN SACRAMENTO						
P.O. BOX 12280							
RENO, NV 89510							
23 PO-000931	10/02/2009	278788	1	01-8150-0-4300-106-0000-8110-007-000	NN P	130.50	130.50
TOTAL PAYMENT AMOUNT						130.50 *	130.50
011360/00	CAPITOL BUILDERS HARDWARE INC						
4699 24TH STREET							
SACRAMENTO, CA 95822							
623 PO-000520	10/02/2009	102582	1	01-8150-0-5600-106-0000-8110-007-000	NN F	577.81	577.81
TOTAL PAYMENT AMOUNT						577.81 *	577.81
010408/00	CAPITOL CITY PROPANE INC						
7050 #1 MCCOMBER STREET							
SACRAMENTO, CA 95828							
1073 PO-000904	10/02/2009	22116	1	01-8150-0-4300-106-0000-8110-007-000	NN P	248.19	248.19
1073 PO-000904	10/02/2009	213144	1	01-8150-0-4300-106-0000-8110-007-000	NN F	1.09	1.09
TOTAL PAYMENT AMOUNT						249.28 *	249.28

81 CENTER UNIFIED SCHOOL DIST.  
10-02-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0020 09-02-09  
FUND : 01 GENERAL FUND

J6466 APY500 H.02.05 10/01/09 PAGE 3  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
021036/00	CCHAT CENTER SACRAMENTO 9350 KIEFER BLVD SACRAMENTO, CA 95826						
930 PO-000771	10/02/2009	709 CENTER	1 01-6500-0-5800-102-5750-1180-003-000 NN P			1,960.50	1,960.50
			TOTAL PAYMENT AMOUNT	1,960.50 *			1,960.50
014449/00	CENTER HIGH SCHOOL STUDENT BODY FUND 3111 CENTER COURT LANE ANTELOPE, CA 95843						
1089 PO-000939	10/02/2009	REIMB	1 01-0000-0-4300-601-1220-1000-017-000 NN F			40.00	40.00
			TOTAL PAYMENT AMOUNT	40.00 *			40.00
010407/00	CENTER UNIFIED REVOLVING FUND 8408 WATT AVE. ANTELOPE, CA 95843	0000000000					
PV-081022	09/29/2009	4669	01-0000-0-5800-106-0000-8110-007-000 NN				589.16
			TOTAL PAYMENT AMOUNT	589.16 *			589.16
019910/00	CHANEY, AMY [REDACTED] [REDACTED]						
1118 PO-000932	10/02/2009	REIMB	1 01-6385-0-4300-472-1110-1000-014-000 NN F			93.07	93.07
			TOTAL PAYMENT AMOUNT	93.07 *			93.07
016320/00	COLLIER, ALYSON [REDACTED] [REDACTED] [REDACTED]						
1075 PO-000	[REDACTED]	REIMB	1 01-0000-0-4300-601-1220-1000-017-000 NN F			898.28	898.28
			TOTAL PAYMENT AMOUNT	898.28 *			898.28

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
014041/00		CORPORATE EXPRESS IMAGING P.O. BOX 95230 CHICAGO, IL 60694					
672 PO-000565	10/02/2009	HA4760	1 01-6500-0-4300-102-5001-3120-003-000	NN F	29.36	37.04	
882 PO-000735	10/02/2009	HF7365	1 01-0000-0-4300-103-0000-7200-003-000	NN F	168.13	184.79	
TOTAL PAYMENT AMOUNT			221.83 *			221.83	
020592/00		DEPARTMENT OF GENERAL SERVICES STATE OF CALIFORNIA P.O. BOX 889053 WEST GARDEN, CA 95798-905					
1095 PO-000915	10/02/2009	498174	1 01-0000-0-5800-115-0000-7700-007-000	NN F	54.31	54.31	
TOTAL PAYMENT AMOUNT			54.31 *			54.31	
011613/00		DITTO PRINT & COPY 4708 ROSEVILLE RD., SUITE 104 NORTH HIGHLANDS, CA 95660					
1024 PO-000864	10/02/2009	4148	1 01-0000-0-5800-120-0000-7110-001-000	NN F	57.64	57.64	
TOTAL PAYMENT AMOUNT			57.64 *			57.64	
020517/00		EDUCATIONAL DATA SYSTEMS C/O ACCOUNTING DEPARTMENT P.O. BOX 225 SANTA CLARA, CA 95052-0225					
915 PO-000772	10/02/2009	09096227	1 01-4203-0-5800-103-4760-1000-003-000	NN F	682.81	414.62	
TOTAL PAYMENT AMOUNT			414.62 *			414.62	
017717/00		EXCELSIOR HIGH SCHOOL 5325 ENGLE ROAD, SUITE 425 CARMICHAEL, CA 95608					
592 PO-000492	10/02/2009	96-709CJUSD	1 01-6500-0-5800-102-5750-1180-003-000	NN P	2,074.66	2,074.66	
TOTAL PAYMENT AMOUNT			2,074.66 *			2,074.66	

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP	Liq Amt	Net Amount		
010667/00	GARAGE EQUIPMENT SUPPLY 646 FLINN AVENUE, SUITE A MOORPARK, CA 93021						
1021 PO-000862	10/02/2009	0054465-IN	1 01-3550-0-4300-472-1110-1000-014-000 NN F	641.63	640.93		
			TOTAL PAYMENT AMOUNT	640.93 *	640.93		
017681/00	GEARY PACIFIC SUPPLY FILE 55276 LOS ANGELES, CA 90074-5276						
1052 PO-000886	10/02/2009	2282628	1 01-8150-0-4300-106-0000-8110-007-000 NN P	73.78	73.78		
			TOTAL PAYMENT AMOUNT	73.78 *	73.78		
022347/00	GIVE SOMETHING BACK P.O. BOX 89-4135 LOS ANGELES, CA 90189-4135						
1106 PO-000925	10/02/2009	1613836-0	1 01-6500-0-4300-102-5770-1120-003-029 NN F	217.88	201.57		
			TOTAL PAYMENT AMOUNT	201.57 *	201.57		
017618/00	GOPHER SPORT NW5634 PO BOX 1450 MINNEAPOLIS, MN 55485-5634						
591 PO-000829	10/02/2009	7790301	1 01-0000-0-4300-238-1110-1000-010-000 YN F	135.86	124.93		
			TOTAL PAYMENT AMOUNT	124.93 *	124.93		
			TOTAL USE TAX AMOUNT	10.93			
014044/00	HAGEDORN, ROGER [REDACTED] [REDACTED]						
342 PO-000281	10/02/2009	14.30	1 01-0000-0-5210-106-0000-8300-007-000 NN P	14.30	14.30		
			TOTAL PAYMENT AMOUNT	14.30 *	14.30		

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
010602/00	HI-LINE ELECTRICAL & MECH P.O. BOX 972081 DALLAS, TX 75397-2081						
1144 PO-000959	10/02/2009	2093324	1 01-7230-0-4300-112-0000-3600-007-000 NN F	625.26	625.26		
TOTAL PAYMENT AMOUNT			625.26 *			625.26	
019832/00	HUGGINS, ROSE MARIE [REDACTED]						
1153 PO-000947	10/02/2009	SEPT	1 01-0000-0-5210-105-0000-7200-005-000 NN P	56.10	56.10		
TOTAL PAYMENT AMOUNT			56.10 *			56.10	
021874/00	KIDWELL, TAMBRA [REDACTED]						
113 PO-000897	10/02/2009	009-25,009-26	1 01-7230-0-5800-112-0000-3600-007-000 NN P	31.26	31.26		
TOTAL PAYMENT AMOUNT			31.26 *			31.26	
022406/00	MAXIM HEALTHCARE SERVICES INC 12558 COLLECTIONS CENTER DR. CHICAGO, IL 60693	521590951					
505 PO-000424	10/02/2009	6707289-Z10	1 01-0000-0-5800-102-0000-3140-003-000 NN P	1,860.00	1,860.00		
505 PO-000424	10/02/2009	6688313-Z10	1 01-0000-0-5800-102-0000-3140-003-000 NN P	1,860.00	1,860.00		
TOTAL PAYMENT AMOUNT			3,720.00 *			3,720.00	
018678/00	MCGRAW HILL P.O. BOX 894190 LOS ANGELES, CA 90189-4190						
723 PO-000607	10/02/2009	50286581001	1 01-6300-0-4300-234-1110-1000-008-000 NN F	1,983.82	1,983.82		
TOTAL PAYMENT AMOUNT			1,983.82 *			1,983.82	



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Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP	Liq Amt	Net Amount		
021692/00	MONOPRICE.COM						
	9477 LONDON WAY						
	RANCHO CUCAMONGA, CA 91730						
1040 PO-000870	10/02/2009	2281599	1 01-0000-0-4300-115-0000-7700-007-000 NN F	24.89	23.14		
			TOTAL PAYMENT AMOUNT	23.14 *	23.14		
014680/00	MOSHER, PAUL						
1088 PO-000917	10/02/2009	379296	1 01-0000-0-5600-371-1110-1000-012-000 NN F	347.07	347.07		
			TOTAL PAYMENT AMOUNT	347.07 *	347.07		
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
	P.O. BOX 70025						
	LOS ANGELES, CA 90074-0025						
225 PO-000187	10/02/2009	481286005001	1 01-0000-0-4300-234-1110-1000-008-000 NN F	258.86	252.63		
258 PO-000214	10/02/2009	481716395001	1 01-0000-0-4300-238-1110-1000-010-000 NN F	250.67	247.41		
263 PO-000219	10/02/2009	481717297001	1 01-0000-0-4300-238-1110-1000-010-000 NN P	12.23	12.23		
263 PO-000219	10/02/2009	481717298001	1 01-0000-0-4300-238-1110-1000-010-000 NN F	201.95	201.30		
264 PO-000220	10/02/2009	481715138001	1 01-0000-0-4300-238-1110-1000-010-000 NN F	363.69	357.04		
265 PO-000221	10/02/2009	481714765001	1 01-0000-0-4300-238-1110-1000-010-000 NN F	82.51	61.45		
277 PO-000229	10/02/2009	482028097001	1 01-0000-0-4300-238-1110-1000-010-000 NN P	226.77	226.77		
277 PO-000229	10/02/2009	482028104001	1 01-0000-0-4300-238-1110-1000-010-000 NN P	8.52	8.52		
277 PO-000229	10/02/2009	48202811001	1 01-0000-0-4300-238-1110-1000-010-000 NN F	14.51	6.44		
279 PO-000231	10/02/2009	482020691001	1 01-0000-0-4300-238-1110-1000-010-000 NN F	233.60	195.93		
281 PO-000231	10/02/2009	482020691001	1 01-0000-0-4300-238-1110-1000-010-000 NN F	374.74	359.10		
297 PO-000242	10/02/2009	482190142001	1 01-0000-0-4300-234-1110-1000-008-000 NN P	26.82	26.82		
297 PO-000242	10/02/2009	482190141001	1 01-0000-0-4300-234-1110-1000-008-000 NN F	419.91	417.55		
304 PO-000244	10/02/2009	482190922001	1 01-0000-0-4300-234-1110-1000-008-000 NN P	13.99	13.99		
304 PO-000244	10/02/2009	482190923001	1 01-0000-0-4300-234-1110-1000-008-000 NN P	13.14	13.14		
304 PO-000244	10/02/2009	482190921001	1 01-0000-0-4300-234-1110-1000-008-000 NN F	267.04	266.87		
301 PO-000250	10/02/2009	482331742001	1 01-0000-0-4300-238-1110-1000-010-000 NN P	188.84	188.84		
301 PO-000250	10/02/2009	482331744001	1 01-0000-0-4300-238-1110-1000-010-000 NN P	15.63	15.63		
301 PO-000250	10/02/2009	482331743001	1 01-0000-0-4300-238-1110-1000-010-000 NN F	40.01	38.15		
307 PO-000252	10/02/2009	482332474001	1 01-0000-0-4300-234-1110-1000-008-000 NN P	10.10	10.10		
307 PO-000252	10/02/2009	482332475001	1 01-0000-0-4300-234-1110-1000-008-000 NN P	2.54	2.54		
307 PO-000252	10/02/2009	482332472001	1 01-0000-0-4300-234-1110-1000-008-000 NN F	100.51	100.51		
312 PO-000253	10/02/2009	482332706001	1 01-0000-0-4300-238-1110-1000-010-000 NN P	55.63	55.63		
312 PO-000253	10/02/2009	482332705001	1 01-0000-0-4300-238-1110-1000-010-000 NN F	12.84	9.20		
314 PO-000275	10/02/2009	482450335001	1 01-0000-0-4300-234-1110-1000-008-000 NN F	154.59	97.10		
348 PO-000287	10/02/2009	482454112001	1 01-0000-0-4300-238-1110-1000-010-000 NN P	24.61	24.61		
348 PO-000287	10/02/2009	482454113001	1 01-0000-0-4300-238-1110-1000-010-000 NN F	28.97	10.85		

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
017576 (CONTINUED)							
354 PO-000290	10/02/2009	482455054001	1 01-0000-0-4300-234-1110-1000-008-000 NN F			498.56	489.91
356 PO-000292	10/02/2009	482455454001	1 01-0000-0-4300-234-1110-1000-008-000 NN F			215.92	197.34
394 PO-000324	10/02/2009	482704018001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			163.85	156.70
445 PO-000377	10/02/2009	483204391001,3001,-CREDIT	1 01-6500-0-4300-102-5770-1110-003-012 NN F			588.49	433.14
635 PO-000528	10/02/2009	484945153003	1 01-0000-0-4300-238-1110-1000-010-000 NN P			27.64	27.64
635 PO-000528	10/02/2009	484945153002	1 01-0000-0-4300-238-1110-1000-010-000 NN P			28.43	28.43
635 PO-000528	10/02/2009	484945153001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			253.26	251.61
727 PO-000608	10/02/2009	488095205001	1 01-0000-0-4300-234-1110-1000-008-000 NN F			95.70	144.64
TOTAL PAYMENT AMOUNT						4,949.76 *	4,949.76
017778/00	PAC WEST TRAILERS CO.	566-47-401					
	4190 ROSEVILLE RD.						
	NORTH HIGHLANDS, CA 95660						
1041 PO-000871	10/02/2009	19952	1 01-8150-0-4300-106-0000-8110-007-000 NN F			225.00	225.00
TOTAL PAYMENT AMOUNT						225.00 *	225.00
010890/00	PERMABOUND/HERTZBERG						
	NEW METHOD, INC.						
	617 EAST VANDALIA ROAD						
	JACKSONVILLE, IL 62650-5451						
842 PO-000701	10/02/2009	1320482-00	1 01-0000-0-4200-103-0000-2420-003-000 NN F			286.70	284.60
TOTAL PAYMENT AMOUNT						284.60 *	284.60
021249/00	PERRY, HEATHER						
	[REDACTED]						
1125 PO-000944	10/02/2009	SEPT	1 01-6500-0-5211-102-5001-2700-003-000 NN P			19.25	19.25
TOTAL PAYMENT AMOUNT						19.25 *	19.25
020590/00	PLACER COUNTY TAX COLLECTOR						
	P.O. BOX 7790						
	AUBURN, CA 95604-7790						
1084 PO-000911	10/02/2009	023-200-033-000	1 01-0000-0-5800-106-0000-8110-007-000 NN P			22.84	22.84
1084 PO-000911	10/02/2009	023-200-025--000	1 01-0000-0-5800-106-0000-8110-007-000 NN P			22.84	22.84
1084 PO-000911	10/02/2009	023-221-011-000	1 01-0000-0-5800-106-0000-8110-007-000 NN P			22.84	22.84
1084 PO-000911	10/02/2009	023-221-010-000	1 01-0000-0-5800-106-0000-8110-007-000 NN P			22.84	22.84
1084 PO-000911	10/02/2009	023-221-009-000	1 01-0000-0-5800-106-0000-8110-007-000 NN P			22.84	22.84

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
TOTAL PAYMENT AMOUNT			114.20 *			114.20	
014069/00	PLATT ELECTRIC SUPPLY 4201 S. MARKET COURT SACRAMENTO, CA 95834						
46 PO-000062	10/02/2009	6566249	1 01-8150-0-4300-106-0000-8110-007-000 NN P			10.91	10.91
46 PO-000062	10/02/2009	6672374	1 01-8150-0-4300-106-0000-8110-007-000 NN P			81.44	81.44
TOTAL PAYMENT AMOUNT			92.35 *			92.35	
021863/00	RABBETTS, JO [REDACTED] [REDACTED]						
1126 PO-00	[REDACTED]		1 01-6300-0-4300-240-1110-1000-011-000 NN F			26.86	26.86
TOTAL PAYMENT AMOUNT			26.86 *			26.86	
010257/00	RADIO SHACK CORPORATION P.O. BOX 848549 DALLAS, TX 75284-8549						
47 PO-000063	10/02/2009	798104	1 01-8150-0-4300-106-0000-8110-007-000 NN P			72.14	72.14
TOTAL PAYMENT AMOUNT			72.14 *			72.14	
021972/00	RAINBOW FASTENERS INC 300 NORTH 12TH STREET SACRAMENTO, CA 95814						
972 PO-000812	10/02/2009	6347943	1 01-8150-0-4300-106-0000-8110-007-000 NN P			190.29	190.29
TOTAL PAYMENT AMOUNT			190.29 *			190.29	
011279/00	RIO LINDA FENCE COMPANY 6141 ALTA LOMA CT. RIO LINDA, CA 95673	680055089					
481 PO-000397	10/02/2009	5724	1 01-8150-0-5600-106-0000-8110-007-000 NN F			1,800.00	1,800.00
TOTAL PAYMENT AMOUNT			1,800.00 *			1,800.00	

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date							
010546/00		RIVERSIDE PUBLISHING CO. HM RECEIVABLES CO LLC 14046 COLLECTIONS CENTER DR CHICAGO, IL 60693-0050						
927 PO-000770	10/02/2009	944851787		1	01-6500-0-4300-102-5770-1120-003-026	NN F	99.18	100.06
								100.06
								100.06
021597/00		RYDIN DECAL P.O. BOX 92170 ELK GROVE VILLAGE , IL 60009						
815 PO-000679	10/02/2009	246470		1	01-0000-0-5800-472-0000-2700-014-000	YN F	113.31	105.00
								105.00
								105.00
010552/00		SAC VAL JANITORIAL SALES & SERVICES, INC. 2421 DEL MONTE STREET WEST SACRAMENTO, CA 95691						
390 PO-000321	10/02/2009	01860711		1	01-0000-0-4300-111-0000-8200-007-000	NN P	484.08	484.08
								484.08
								484.08
010266/00		SACRAMENTO COUNTY UTILITIES PO BOX 1804 SACRAMENTO, CA 95812						
159 PO-000120	10/02/2009	5-918556		1	01-0000-0-5540-106-0000-8110-007-000	NN P	471.22	471.22
159 PO-000120	10/02/2009	5-918618		1	01-0000-0-5540-106-0000-8110-007-000	NN P	342.70	342.70
159 PO-000120	10/02/2009	5-918485		1	01-0000-0-5540-106-0000-8110-007-000	NN P	2,853.35	2,853.35
								3,667.27
								3,667.27
018912/00		<del>XXXXXXXXXX</del> SABROW KLEIN CORPORATION P.O. BOX 7170 PASADENA, CA 91109-7170						
97 PO-000087	10/02/2009	39876644		1	01-7230-0-5800-112-0000-3600-007-000	NN P	1,346.40	1,346.40
								1,346.40
								1,346.40

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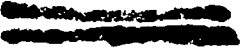
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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP								
021672/00	SASHA P.O. BOX 191383 SACRAMENTO, CA 95819							
902 PO-000749	10/02/2009	20090002		1	01-5640-0-5200-601-9728-3150-017-000	NN F	155.00	155.00
940 PO-000783	10/02/2009	20090002		1	01-5640-0-5200-601-9728-3150-017-000	NN F	155.00	155.00
TOTAL PAYMENT AMOUNT					310.00 *			310.00
015962/00	SCHMIEDER, KRIS [REDACTED] [REDACTED]							
1129 PO-000950	10/02/2009	REIMB		1	01-3010-0-4300-240-1110-1000-011-000	NN F	37.99	37.99
TOTAL PAYMENT AMOUNT					37.99 *			37.99
014786/00	SCHOOL SPECIALTY MB UNIT #67-3106 MILWAUKEE, WI 53268-3106							
1037 PO-000869	10/02/2009	208103172206		1	01-3010-0-4300-236-1110-1000-009-000	NN F	101.15	75.85
TOTAL PAYMENT AMOUNT					75.85 *			75.85
011500/00	SIA / DELTA DENTAL P.O. BOX 276710 SACRAMENTO, CA 95827							
PV-081023	10/02/2009	SHORTED AUGUST PREMIUM			01-0000-0-9552-000-0000-0000-000-000	NN		4,390.03
TOTAL PAYMENT AMOUNT					4,390.03 *			4,390.03
016408/00	SIERRA HEALTH FOUNDATION COMM. PARTNERSHIP FOR HEALTHY 1321 GARDEN HIGHWAY SACRAMENTO, CA 95833							
1071 PO-000936	10/02/2009	0909-002		1	01-0000-0-5200-601-1220-1000-017-000	NN F	150.00	150.00
TOTAL PAYMENT AMOUNT					150.00 *			150.00

81 CENTER UNIFIED SCHOOL DIST.  
10-02-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0020 09-02-09  
FUND : 01 GENERAL FUND

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<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
022037/00	SILVERADO STAGES INC 241 B PRADO ROAD SAN LUIS OBISPO, CA 93401						
1147 PO-000962	10/02/2009	37900	1 01-7220-0-5810-472-1110-1000-014-932 NN F	1,225.96	1,225.96		
			TOTAL PAYMENT AMOUNT	1,225.96 *			
010263/00	SMUD PO BOX 15555 SACRAMENTO, CA 95852-1555						
158 PO-000119	10/02/2009	7000000347	1 01-0000-0-5530-106-0000-8110-007-000 NN P	83,553.59	83,553.59		
			TOTAL PAYMENT AMOUNT	83,553.59 *			
020420/00	SPEECH AND LANGUAGE THERAPY 8089 MADISON AVENUE, SUITE 7 CITRUS HEIGHTS, CA 95610						
961 PO-000858	10/02/2009	7363	1 01-6500-0-5800-102-5750-1180-003-000 NN P	700.00	700.00		
			TOTAL PAYMENT AMOUNT	700.00 *			
020800/00	SWIFT, WINDIGO 						
1102 PO-000921	10/02/2009	REIMB	1 01-0000-0-4300-472-1275-1000-014-000 NN F	198.86	198.86		
			TOTAL PAYMENT AMOUNT	198.86 *			
016980/00	TEES UNLIMITED 7649 EL VERANO ELVERTA, CA 95626						
1016 PO-000854	10/02/2009	1154 	1 01-0000-0-5800-371-1110-1000-012-000 NN F	688.43	688.43		
			TOTAL PAYMENT AMOUNT	688.43 *			

81 CENTER UNIFIED SCHOOL DIST.  
10-02-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0020 09-02-09  
FUND : 01 GENERAL FUND

J6466 APY500 H.02.05 10/01/09 PAGE 13  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
016889/00		WATER RITE PRODUCTS INC. 4807 RIO LINDA BLVD. SACRAMENTO, CA 95838	942993560				
62 PO-000073	10/02/2009	456343	1 01-0000-0-4300-106-0000-8110-007-000 NN P			222.56	222.56
TOTAL PAYMENT AMOUNT				222.56 *			222.56
017410/00		WILSON, KARRI [REDACTED] [REDACTED]					
1128 PO-000946	10/02/2009	REIMB	1 01-0054-0-4300-240-1110-1000-011-000 NN F			30.06	30.06
TOTAL PAYMENT AMOUNT				30.06 *			30.06
017313/00		XEROX CORPORATION P.O. BOX 7405 PASADENA, CA 91109-7405					
411 PO-000339	10/02/2009	107786900	1 01-0000-0-5800-115-9790-8200-007-000 NN P			296.25	296.25
411 PO-000339	10/02/2009	10765281	1 01-0000-0-5800-115-9790-8200-007-000 NN P			598.93	598.93
411 PO-000339	10/02/2009	10765273	1 01-0000-0-5800-115-9790-8200-007-000 NN P			40,446.54	40,446.54
TOTAL PAYMENT AMOUNT				41,341.72 *			41,341.72
017101/00		XO SPORTS 2400 WESTWOOD AVENUE RICHMOND, VA 23230					
676 PO-000569	10/02/2009	X60280-04	1 01-0000-0-4300-472-1801-1000-014-000 NN P			25.99	25.99
TOTAL PAYMENT AMOUNT				25.99 *			25.99
TOTAL FUND PAYMENT				164,268.34 **			164,268.34
TOTAL USE TAX AMOUNT				20.12			

81 CENTER UNIFIED SCHOOL DIST.  
10-02-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0020 09-02-09  
FUND : 09 CHARTER SCHOOLS

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<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description					
021026/00		BUCKMASTER IMAGING SYSTEMS P.O. BOX 34-8330 SACRAMENTO, CA 95834-8330					
641 PO-000538	10/02/2009	224729	1 09-1100-0-5612-501-1110-1000-016-000 NN P			97.16	97.16
			TOTAL PAYMENT AMOUNT	97.16 *			97.16
018951/00		DELL P.O. BOX 910916 PASADENA, CA 91110-0916					
1010 PO-000860	10/02/2009	XDDCXDX38	1 09-1100-0-4300-501-1110-1000-016-000 NN F			606.76	606.76
			TOTAL PAYMENT AMOUNT	606.76 *			606.76
011219/00		HILLYARD INC. 826 PROFESSOR LANE SUITE 150 SACRAMENTO, CA 95834					
1001 PO-000840	10/02/2009	6035511	1 09-1100-0-4300-501-0000-2700-016-000 NN F			11.74	6.74
			TOTAL PAYMENT AMOUNT	6.74 *			6.74
010800/00		SAX ARTS & CRAFTS P.O. BOX 1579 APPLETON, WI 54912					
684 PO-000574	10/02/2009	206300520167	1 09-0000-0-4300-501-1110-1000-016-000 NN P			15.25	15.25
684 PO-000574	10/02/2009	206300520167	1 09-0000-0-4300-501-1110-1000-016-000 NN F			123.87	89.94
			TOTAL PAYMENT AMOUNT	105.19 *			105.19
TOTAL FUND			PAYMENT	815.85 **			815.85



81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0020 09-02-09  
FUND : 11 ADULT EDUCATION FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP	Liq Amt	Net Amount		
022291/00	HANDS ON ENGLISH P.O. BOX 256 CRETE, NE 68333						
864 PO-000719	10/02/2009	5793	1 11-0030-0-4300-601-4130-1000-017-000 NN F	42.00	42.00		
			TOTAL PAYMENT AMOUNT	42.00 *			42.00
011596/00	NEW READERS PRESS ACCOUNTS RECEIVABLE 1320 JAMESVILLE AVE SYRACUSE, NY 13210						
884 PO-000737	10/02/2009	5813311	1 11-0030-0-4300-601-4130-1000-017-000 NN F	122.59	113.40		
			TOTAL PAYMENT AMOUNT	113.40 *			113.40
021816/00	STAYTON, PATRICIA E. [REDACTED] [REDACTED]						
1070 PO-000935	10/02/2009	REIMB	1 11-0030-0-4300-601-4130-1000-017-000 NN F	68.28	68.28		
			TOTAL PAYMENT AMOUNT	68.28 *			68.28
			TOTAL FUND	PAYMENT	223.68 **		223.68

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0020 09-02-09  
FUND : 12 CHILD DEV

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<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP		
018143/00	CHILD DEVELOPMENT CENTERS INC				

1094	PO-000914	10/02/2009	5030-809	1	12-6060-0-5800-100-8500-1000-005-000	NN P	58,099.95
1094	PO-000914	10/02/2009	5030-709	1	12-6060-0-5800-100-8500-1000-005-000	NN P	69,873.74
TOTAL PAYMENT AMOUNT							127,973.69 *

1	12-6060-0-5800-100-8500-1000-005-000	NN P	58,099.95	58,099.95
1	12-6060-0-5800-100-8500-1000-005-000	NN P	69,873.74	69,873.74
	AMOUNT		127,973.69 *	127,973.69

TOTAL FUND	PAYMENT	127,973.69 **	127,973.69
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81 CENTER UNIFIED SCHOOL DIST.  
10-02-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0020 09-02-09  
FUND : 13 CAFETERIA FUND

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Vendor/Addr Reg Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP								
018438/00	ECOLAB	3160 CROW CANYON PLACE SUITE 200 SAN RAMON, CA 94583						
515 PO-000433	10/02/2009	0171075		1	13-5310-0-4300-108-0000-3700-007-000	NN P	109.92	109.92
515 PO-000433	10/02/2009	0158686		1	13-5310-0-4300-108-0000-3700-007-000	NN P	346.26	346.26
TOTAL PAYMENT AMOUNT							456.18 *	456.18
011219/00	HILLYARD INC.	826 PROFESSOR LANE SUITE 150 SACRAMENTO, CA 95834						
851 PO-000706	10/02/2009	6021972		1	13-5310-0-4300-108-0000-3700-007-000	NN P	69.47	69.47
TOTAL PAYMENT AMOUNT							69.47 *	69.47
020462/00	STAPLES ADVANTAGE	P.O. BOX 71217 CHICAGO, IL 60694-1217	841248716					
138 PO-000112	10/02/2009	97504235		1	13-5310-0-4300-108-0000-3700-007-000	NN P	97.03	97.03
TOTAL PAYMENT AMOUNT							97.03 *	97.03
022371/00	VENDMART OF SACRAMENTO	6222 27TH STREET SACRAMENTO, CA 95822						
133 PO-000109	10/02/2009	27542		1	13-5310-0-4700-108-0000-3700-007-000	NN P	1,080.09	1,080.09
TOTAL PAYMENT AMOUNT							1,080.09 *	1,080.09
TOTAL FUND PAYMENT							1,702.77 **	1,702.77

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0020 09-02-09  
FUND : 14 DEFERRED MAINTENANCE FUND

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<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description		FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP		Liq.Amt	Net Amount
011360/00		CAPITOL BUILDERS HARDWARE INC 4699 24TH STREET SACRAMENTO, CA 95822					
106 PO-000043	10/02/2009	102547	1	14-0024-0-4300-106-9608-8110-007-000	NN F	1,080.94	1,080.94
522 PO-000420	10/02/2009	102550	1	14-0024-0-5600-106-9608-8110-007-000	NN F	5,458.48	5,458.48
TOTAL PAYMENT AMOUNT						6,539.42 *	6,539.42
TOTAL FUND PAYMENT						6,539.42 **	6,539.42

81 CENTER UNIFIED SCHOOL DIST.  
10-02-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0020 09-02-09  
FUND : 21 BUILDING FUND

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP								
019750/00	CAPITAL PROGRAM MGMT INC 2150 CAPITOL AVENUE SACRAMENTO, CA 95816		364447158					
320 PO-000259	10/02/2009 #227			1	21-0000-0-6234-106-9600-8500-007-000	NN P	16,228.98	16,228.98
				TOTAL PAYMENT AMOUNT			16,228.98 *	16,228.98
020305/00	CDW GOVERNMENT INC. 75 REMITTANCE DRIVE SUITE 1515 CHICAGO, IL 60675-1515							
1045 PO-000875	10/02/2009 QHP9616			1	21-0000-0-6236-472-9630-8500-007-000	NN F	205.71	205.71
				TOTAL PAYMENT AMOUNT			205.71 *	205.71
021412/00	GOLDEN STATE LABOR COMPLIANCE LLC 38733 9TH STREET EAST SUITE W PALMDALE, CA 93550		680542753					
PO-901751	10/02/2009 09.2009.05			1	21-0000-0-6237-234-9615-8500-007-000	NY F	4,000.00	4,000.00
PO-901751	10/02/2009 09.2009.05			2	21-0000-0-6237-240-9615-8500-007-000	NY F	4,000.00	4,000.00
PO-901752	10/02/2009 09.2009.06			1	21-0000-0-6237-234-9615-8500-007-000	NY F	4,000.00	4,000.00
PO-901752	10/02/2009 09.2009.06			2	21-0000-0-6237-240-9615-8500-007-000	NY F	4,000.00	4,000.00
				TOTAL PAYMENT AMOUNT			16,000.00 *	16,000.00
018445/00	SIGNTRONIX INC 1445W SEPULVEDA BLVD. TORRENCE, CA 90501-5094							
PO-902687	10/02/2009 431726			1	21-0000-0-6100-472-9630-8500-007-000	NN F	21,610.44	21,610.44
				TOTAL PAYMENT AMOUNT			21,610.44 *	21,610.44
019350/00	WALLACE-KUHL & ASSOCIATES INC PO BOX 1137 WEST SACRAMENTO, CA 95691							
PO-901503	10/02/2009 200903473			1	21-0000-0-6280-472-9630-8500-007-000	NN P	10,375.20	10,375.20
PO-901503	10/02/2009 200903297			1	21-0000-0-6280-472-9630-8500-007-000	NN P	1,686.60	1,686.60
				TOTAL PAYMENT AMOUNT			12,061.80 *	12,061.80
TOTAL FUND				PAYMENT			66,106.93 **	66,106.93

81 CENTER UNIFIED SCHOOL DIST.  
10-02-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0020 09-02-09  
FUND : 35 SCHOOL FACILITIES FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description		FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			
016855/00		DEPARTMENT OF TOXIC SUBSTANCES CONTROL P.O. BOX 1288 SACRAMENTO, CA 95812-1288					
1114 PO-000929	10/02/2009	09SM0448		1 35-7710-0-6223-245-9619-8500-007-000 NN P		3,900.10	3,900.10
TOTAL PAYMENT AMOUNT						3,900.10 *	3,900.10
TOTAL FUND PAYMENT						3,900.10 **	3,900.10
TOTAL BATCH PAYMENT					371,530.78 ***	0.00	371,530.78
TOTAL USE TAX AMOUNT						20.12	

81 CENTER UNIFIED SCHOOL DIST.  
10-02-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0021 0-batch  
FUND : 01 GENERAL FUND

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<< Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP								
021036/00	CCHAT CENTER SACRAMENTO 9350 KIEFER BLVD SACRAMENTO, CA 95826							
1030 PO-000865	10/02/2009	CLOSE		1	01-6500-0-5800-102-5750-1180-003-000	NN C	26,140.00	0.00
TOTAL PAYMENT AMOUNT							0.00 *	0.00
014431/00	HEAR SAY SPEECH AND LANGUAGE SERVICES 96 TALMONT CIRCLE ROSEVILLE, CA 95678							
1090 PO-000913	10/02/2009	CANCEL-DUP		1	01-6500-0-5800-102-5750-1180-003-000	NN C	4,740.00	0.00
TOTAL PAYMENT AMOUNT							0.00 *	0.00
011279/00	RIO LINDA FENCE COMPANY 6141 ALTA LOMA CT. RIO LINDA, CA 95673		680055089					
1078 PO-000906	10/02/2009	CANCEL-DUP		1	01-8150-0-5600-106-0000-8110-007-000	NN C	1,800.00	0.00
TOTAL PAYMENT AMOUNT							0.00 *	0.00
021672/00	SASHA P.O. BOX 191383 SACRAMENTO, CA 95819							
1097 PO-000940	10/02/2009	CANCEL		1	01-0052-0-5200-103-1110-1000-003-000	NN C	310.00	0.00
TOTAL PAYMENT AMOUNT							0.00 *	0.00
TOTAL FUND PAYMENT							0.00 **	0.00

81 CENTER UNIFIED SCHOOL DIST.  
10-02-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0021 0-batch  
FUND : 35 SCHOOL FACILITIES FUND

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<< Open >>

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description			FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP		Liq Amt	Net Amount
016855/00		DEPARTMENT OF TOXIC SUBSTANCES CONTROL P.O. BOX 1288 SACRAMENTO, CA 95812-1288						
PO-902663	10/02/2009	CLOSE						
			1	35-7710-0-6223-245-9619-8500-007-000	NN C		1,871.67	0.00
		TOTAL PAYMENT AMOUNT					0.00 *	0.00
		TOTAL FUND PAYMENT					0.00 **	0.00
		TOTAL BATCH PAYMENT					0.00 ***	0.00
		TOTAL DISTRICT PAYMENT					0.00	371,530.78
		TOTAL USE TAX AMOUNT					20.12	
		TOTAL FOR ALL DISTRICTS:					0.00	371,530.78
		TOTAL USE TAX AMOUNT					20.12	

Number of warrants to be printed: 80, not counting voids due to stub overflows.



81 CENTER UNIFIED SCHOOL DIST.  
10-09-09

ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0022

To batch: 0023

Include Revolving Cash: Y

Include Address: Y

81 CENTER UNIFIED SCHOOL DIST.  
10-09-09

ACCOUNTS PAYABLE PRELIST  
BATCH: 0022 10-09-2009  
FUND : 01 GENERAL FUND

J6692 APY500 H.02.05 10/08/09 PAGE 1  
<< Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
			FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP					
019311/00	ALIGNMENT SPECIALTIES 5316 ROSEVILLE RD. SUITE G N. HIGHLANDS, CA 95660		561190683					
1185 PO-000992	10/09/2009	005987		1 01-7230-0-5600-112-0000-3600-007-000	NY F		362.24	362.24
			TOTAL PAYMENT AMOUNT				362.24 *	362.24
017493/00	APPLE EDUCATION P.O. BOX 846095 DALLAS, TX 75284-6095							
140 PO-000152	10/09/2009	9823168811		1 01-7220-0-5612-472-1110-1000-014-000	NN F		6,500.00	6,500.00
			TOTAL PAYMENT AMOUNT				6,500.00 *	6,500.00
010400/00	AT&T PAYMENT CENTER SACRAMENTO, CA 95887							
323 PO-000261	10/09/2009	24813481008413		1 01-0000-0-5902-106-0000-8110-007-000	NN P		7.08	7.08
			TOTAL PAYMENT AMOUNT				7.08 *	7.08
011675/00	AT&T MESSAGING P.O. BOX 840486 DALLAS, TX 75284-0486							
325 PO-000263	10/09/2009	6357915		1 01-0000-0-5902-106-0000-8110-007-000	NN P		720.00	720.00
			TOTAL PAYMENT AMOUNT				720.00 *	720.00
021604/00	ATLAS DISPOSAL INDUSTRIES DEPT# 2056 P.O. BOX 29675 PHOENIX, AZ 85038-9675							
161 PO-000122	10/09/2009	GV000019-001		1 01-0000-0-5550-106-0000-8110-007-000	NN P		208.85	208.85
161 PO-000122	10/09/2009	19-002		1 01-0000-0-5550-106-0000-8110-007-000	NN P		718.40	718.40
161 PO-000122	10/09/2009	19-007		1 01-0000-0-5550-106-0000-8110-007-000	NN P		1,372.33	1,372.33
161 PO-000122	10/09/2009	19-009		1 01-0000-0-5550-106-0000-8110-007-000	NN P		1,036.06	1,036.06
161 PO-000122	10/09/2009	19-008		1 01-0000-0-5550-106-0000-8110-007-000	NN P		217.96	217.96
161 PO-000122	10/09/2009	19-005		1 01-0000-0-5550-106-0000-8110-007-000	NN P		272.13	272.13
161 PO-000122	10/09/2009	19-004		1 01-0000-0-5550-106-0000-8110-007-000	NN P		422.51	422.51
161 PO-000122	10/09/2009	19-003		1 01-0000-0-5550-106-0000-8110-007-000	NN P		489.25	489.25
161 PO-000122	10/09/2009	19-006		1 01-0000-0-5550-106-0000-8110-007-000	NN P		382.48	382.48
161 PO-000122	10/09/2009	20-001		1 01-0000-0-5550-106-0000-8110-007-000	NN P		427.97	427.97

81 CENTER UNIFIED SCHOOL DIST.  
10-09-09

ACCOUNTS PAYABLE PRELIST  
BATCH: 0022 10-09-2009  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date							
			TOTAL PAYMENT AMOUNT		5,547.94 *			5,547.94
010855/00	BERGWALL PRODUCTIONS INC P.O. BOX 1481 CHADDIS FORD, PA 19317							
817 PO-000681	10/09/2009	3505		1 01-0000-0-4300-472-1210-1000-014-000 YN F		295.79		261.45
			TOTAL PAYMENT AMOUNT		261.45 *			261.45
			TOTAL USE TAX AMOUNT		22.88			
018158/00	BORDERS INC. PO BOX 691679 CINCINNATI, OH 45269-1679							
985 PO-000826	10/09/2009	6455		1 01-3010-0-4200-371-1110-1000-012-000 NN F		600.00		581.19
			TOTAL PAYMENT AMOUNT		581.19 *			581.19
022282/00	BRIGHT STAR SUPPLY CO. 2222 WATT AVENUE, SUITE B5 SACRAMENTO, CA 95825							
566 PO-000469	10/09/2009	CSEN9.15.09		1 01-6500-0-5800-102-5750-1180-003-000 NN P		65.00		65.00
			TOTAL PAYMENT AMOUNT		65.00 *			65.00
011697/00	C.A.S.H. 1130 K STREET, STE 210 SACRAMENTO, CA 95814							
1192 PO-000999	10/09/2009	2009-12-11		1 01-0000-0-5300-106-0000-8110-007-000 NN P		439.00		439.00
			TOTAL PAYMENT AMOUNT		439.00 *			439.00
010340/00	CALIFORNIA STATE DEPARTMENT OF JUSTICE ACCOUNTING OFFICE/ CASHIERING PO BOX 944255 SACRAMENTO, CA 94244-2550							
366 PO-000301	10/09/2009	752313		1 01-0000-0-5800-110-0000-7200-004-000 NN F		764.00		764.00
366 PO-000301	10/09/2009	752313		2 01-0000-0-5800-110-0000-7200-004-000 NN F		300.00		222.00
			TOTAL PAYMENT AMOUNT		986.00 *			986.00

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Reg Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
013942/00	CALLOWAY HOUSE						
	451 RICHARDSON DR.						
	LANCASTER, PA 17603						
886 PO-000739	10/09/2009	1496413	1 01-6500-0-4300-102-5770-1120-003-022 YN F			72.78	66.92
			TOTAL PAYMENT AMOUNT	66.92 *			66.92
			TOTAL USE TAX AMOUNT	5.86			
021036/00	CCHAT CENTER SACRAMENTO						
	9350 KIEFER BLVD						
	SACRAMENTO, CA 95826						
930 PO-000771	10/09/2009	906CENTER	1 01-6500-0-5800-102-5750-1180-003-000 NN P			653.50	653.50
			TOTAL PAYMENT AMOUNT	653.50 *			653.50
010407/00	CENTER UNIFIED REVOLVING FUND	000000000					
	8408 WATT AVE.						
	ANTELOPE, CA 95843						
1148 PO-000963	10/09/2009	4671	1 01-0000-0-5600-120-0000-7110-001-000 NN F			27.19	27.19
1189 PO-000995	10/09/2009	4675	1 01-0000-0-5800-110-0000-7200-004-000 NN F			223.81	223.81
			TOTAL PAYMENT AMOUNT	251.00 *			251.00
014202/00	CHAVEZ, GLORIA						
	[REDACTED]						
	[REDACTED]						
1199 PO-001004	10/09/2009	AUG	1 01-6500-0-5800-102-5770-3600-003-000 NN P			103.95	103.95
			TOTAL PAYMENT AMOUNT	103.95 *			103.95
015699/00	CLARK SECURITY PRODUCTS						
	P.O. BOX 31001-1195						
	PASADENA, CA 91110-1195						
1191 PO-000998	10/09/2009	SA96562801	1 01-0000-0-4300-472-1801-1000-014-000 NN F			88.29	88.29
			TOTAL PAYMENT AMOUNT	88.29 *			88.29

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description		FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			
018951/00	DELL						
	P.O. BOX 910916						
	PASADENA, CA 91110-0916						
1060 PO-000890	10/09/2009	XDDJ56D47	1	01-0000-0-4300-105-0000-7200-005-000	NN F	177.98	177.98
1076 PO-000896	10/09/2009	XDDJ4DD29	1	01-0000-0-4400-115-1202-1000-007-000	NN F	161.56	161.56
TOTAL PAYMENT AMOUNT				339.54 *			339.54
021910/00	DELTA CHARTER SERVICE						
	P.O. BOX 5547						
	STOCKTON, CA 95205						
1178 PO-000987	10/09/2009	41646	1	01-0000-0-5810-472-1110-4000-014-915	NN F	529.00	529.00
TOTAL PAYMENT AMOUNT				529.00 *			529.00
015800/00	DISCOUNT SCHOOL SUPPLY						
	P.O. BOX 6013						
	CAROL STREAM, IL 60197-6013						
PV-081024	10/07/2009	D11290310101		01-6500-0-4300-102-5770-1110-003-015	NN		16.17
TOTAL PAYMENT AMOUNT				16.17 *			16.17
018277/00	EASTER SEAL SOCIETY OF CA. INC						
	3205 HURLEY WAY						
	SACRAMENTO, CA 95864						
571 PO-000479	10/09/2009	AUG	1	01-6500-0-5800-102-5750-1180-003-000	NN P	1,520.00	1,520.00
TOTAL PAYMENT AMOUNT				1,520.00 *			1,520.00
021610/00	EATON INTERPRETING SERVICES	200448077					
	INC						
	6215 VIBURNUM OAK DRIVE						
	CITRUS HEIGHTS, CA 95610						
769 PO-000650	10/09/2009	11905	1	01-0000-0-5800-103-0000-7200-003-000	NN P	105.00	105.00
TOTAL PAYMENT AMOUNT				105.00 *			105.00

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Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP					
017581/00	EUROSPORT							
	431 US HIGHWAY 70A EAST							
	HILLSBOROUGH, NC 27278							
617 PO-000515	10/09/2009	52438031	1 01-0000-0-4300-472-1801-1000-014-000 NN P			246.38	246.38	
617 PO-000515	10/09/2009	52438031	1 01-0000-0-4300-472-1801-1000-014-000 NN P			296.48	296.48	
617 PO-000515	10/09/2009	52438031.2	1 01-0000-0-4300-472-1801-1000-014-000 NN P			125.99	125.99	
617 PO-000515	10/09/2009	52438031.2	1 01-0000-0-4300-472-1801-1000-014-000 NN P			71.54	71.54	
617 PO-000515	10/09/2009	52497424	1 01-0000-0-4300-472-1801-1000-014-000 NN F			255.86	75.46	
			TOTAL PAYMENT AMOUNT	815.85 *			815.85	
014107/00	FLORYANOWICH, CAROLYN							
1195 PO-001000	10/09/2009	REIMB	1 01-8150-0-4300-106-0000-8110-007-000 NN F			41.18	41.18	
			TOTAL PAYMENT AMOUNT	41.18 *			41.18	
021764/00	FUTURE FORD OF SACRAMENTO	941459396						
	4625 MADISON AVENUE							
	SACRAMENTO, CA 95841							
1188 PO-000994	10/09/2009	145097	1 01-7230-0-4300-112-0000-3600-007-000 NN F			124.74	124.74	
			TOTAL PAYMENT AMOUNT	124.74 *			124.74	
017315/00	GENUINE PARTS COMPANY-SAC							
	FILE 56893							
	LOS ANGELES, CA 90074-6893							
94 PO-000085	10/09/2009	20901850	1 01-7230-0-4300-112-0000-3600-007-000 NN P			1,774.15	1,774.15	
1042 PO-000872	10/09/2009	0619169	1 01-8150-0-4300-106-0000-8110-007-000 NN P			250.48	250.48	
			TOTAL PAYMENT AMOUNT	2,024.63 *			2,024.63	
022347/00	GIVE SOMETHING BACK							
	P.O. BOX 89-4135							
	LOS ANGELES, CA 90189-4135							
1130 PO-000951	10/09/2009	1614728-0	1 01-0000-0-4300-472-0000-2700-014-000 NN F			23.91	23.91	
1137 PO-000955	10/09/2009	1614722-0	1 01-6500-0-4300-102-5770-1110-003-007 NN F			32.60	32.60	
1165 PO-000979	10/09/2009	1615968-0	1 01-0000-0-4300-103-0000-2110-003-000 NN F			52.38	52.39	
			TOTAL PAYMENT AMOUNT	108.90 *			108.90	

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Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			Liq Amt	Net Amount
018295/00	GOODY, LAUREN						
1179 PO-000988	10/09/2009	MILEAGE	1 01-6286-0-5210-103-4760-1000-003-000 NN F			40.09	40.09
			TOTAL PAYMENT AMOUNT	40.09 *			40.09
020258/00	HANDWRITING WITHOUT TEARS						
	8001 MAC ARTHUR BLVD.						
	CABIN JOHN, MD 20818						
954 PO-000794	10/09/2009	450721-1	1 01-6500-0-4300-102-5770-1110-003-004 NN F			64.82	64.30
			TOTAL PAYMENT AMOUNT	64.30 *			64.30
021609/00	HIMENES, ALAN						
343 PO-000282	10/09/2009	SEPT	1 01-0000-0-5210-106-0000-8300-007-000 NN P			10.45	10.45
			TOTAL PAYMENT AMOUNT	10.45 *			10.45
017603/00	HUNT, CAROL						
1159 PO-000974	10/09/2009	REIMB	1 01-0000-0-4300-120-0000-7110-001-000 NN F			5.40	5.40
			TOTAL PAYMENT AMOUNT	5.40 *			5.40
018990/00	INTERSTATE BATTERY SYSTEM OF						
	SACRAMENTO INC.						
	2081 D RENE AVENUE						
	SACRAMENTO, CA 95838						
107 PO-000094	10/09/2009	10050610	1 01-7230-0-4300-112-0000-3600-007-000 NN P			51.08	51.08
			TOTAL PAYMENT AMOUNT	51.08 *			51.08

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Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
016358/00	JERRY'S BACKFLOW TESTING	567629553					
	JERRY VOLLMER						
	7564 MOUNTAIN OAK DR.						
	NORTH HIGHLANDS, CA 95660						
163 PO-000124	10/09/2009 2698		1 01-0000-0-5800-106-0000-8110-007-000 NY P			55.00	55.00
		TOTAL PAYMENT AMOUNT		55.00 *			55.00
010728/00	JOHNSTONE SUPPLY OF SACRAMENTO						
	P.O. BOX 13845						
	SACRAMENTO, CA 95853						
39 PO-000056	10/09/2009 27-S1568973.001		1 01-8150-0-4300-106-0000-8110-007-000 NN P			313.03	313.03
		TOTAL PAYMENT AMOUNT		313.03 *			313.03
020742/00	LEGACY ROOFING & WATERPROOFING	522362959					
	1698 ROGERS AVENUE #10						
	SAN JOSE, CA 95112						
1176 PO-000997	10/09/2009 7001229-WO		1 01-8150-0-5600-106-0000-8110-007-000 NN P			583.73	583.73
1176 PO-000997	10/09/2009 7001230-WO		1 01-8150-0-5600-106-0000-8110-007-000 NN P			257.63	257.63
1176 PO-000997	10/09/2009 7001228-WO		1 01-8150-0-5600-106-0000-8110-007-000 NN P			528.30	528.30
1176 PO-000997	10/09/2009 7001231-WO		1 01-8150-0-5600-106-0000-8110-007-000 NN P			607.79	607.79
1176 PO-000997	10/09/2009 7001233-WO		1 01-8150-0-5600-106-0000-8110-007-000 NN P			613.31	613.31
1176 PO-000997	10/09/2009 7001232-WO		1 01-8150-0-5600-106-0000-8110-007-000 NN F			166.31	166.31
		TOTAL PAYMENT AMOUNT		2,757.07 *			2,757.07
019123/00	[REDACTED]						
	HOUSTON, TX 77056						
968 PO-000808	10/09/2009 20097		1 01-0000-0-4400-115-1202-1000-007-000 NN F			11,503.58	10,637.00
		TOTAL PAYMENT AMOUNT		10,637.00 *			10,637.00
017726/00	LOS ANGELES FREIGHTLINER						
	P.O. BOX 60816						
	LOS ANGELES, CA 90060-0816						
103 PO-000093	10/09/2009 BF33815		1 01-7230-0-4300-112-0000-3600-007-000 NN P			166.94	166.94
		TOTAL PAYMENT AMOUNT		166.94 *			166.94



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022406/00	MAXIM HEALTHCARE SERVICES INC 12558 COLLECTIONS CENTER DR. CHICAGO, IL 60693		521590951					
505 PO-000424	10/09/2009	6761577-210		1 01-0000-0-5800-102-0000-3140-003-000 NN P			1,860.00	1,860.00
505 PO-000424	10/09/2009	6747778-210		1 01-0000-0-5800-102-0000-3140-003-000 NN P			1,488.00	1,488.00
TOTAL PAYMENT AMOUNT					3,348.00 *			3,348.00
019059/00	MILLENNIUM TERMITE 9900 HORN ROAD,#5 SACRAMENTO, CA 95827							
164 PO-000125	10/09/2009	TR71099		2 01-0000-0-5500-106-0000-8110-007-000 NN P			91.00	91.00
164 PO-000125	10/09/2009	TR-72628		2 01-0000-0-5500-106-0000-8110-007-000 NN P			57.00	57.00
TOTAL PAYMENT AMOUNT					148.00 *			148.00
018967/00	NEXTEL COMMUNICATIONS INC P.O. BOX 4181 CAROL STREAM, IL 60197-4181							
84 PO-000038	10/09/2009	811116315		1 01-0000-0-5903-101-0000-7150-002-000 NN P			118.94	118.94
124 PO-000047	10/09/2009	766178812-022		1 01-0000-0-5902-115-0000-7700-007-000 NN P			99.98	99.98
167 PO-000128	10/09/2009	811116315		1 01-0000-0-5903-106-0000-8300-007-000 NN P			655.65	655.65
365 PO-000300	10/09/2009	811116315		1 01-0000-0-5903-103-0000-2110-003-000 NN P			126.28	126.28
379 PO-000313	10/09/2009	811116315		1 01-0000-0-5903-472-0000-2700-014-000 NN P			24.82	24.82
498 PO-000409	10/09/2009	811116315		1 01-0000-0-5903-236-0000-2700-009-000 NN P			24.72	24.72
487 PO-000414	10/09/2009	811116315		1 01-0000-0-5903-234-0000-2700-008-000 NN P			12.26	12.26
531 PO-000441	10/09/2009	811116315		2 01-0000-0-5903-475-3200-2700-015-000 NN P			12.26	12.26
TOTAL PAYMENT AMOUNT					1,074.91 *			1,074.91
021568/00	OEMPCWORLD.COM 2800 BOWERS AVE. SANTA CLARA, CA 95051		770577052					
894 PO-000743	10/09/2009	368340		1 01-0000-0-4300-472-1262-1000-014-000 NN F			15.23	15.23
TOTAL PAYMENT AMOUNT					15.23 *			15.23

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
017576/00		OFFICE DEPOT/BUS.SERVICES DIV					
		P.O. BOX 70025					
		LOS ANGELES, CA 90074-0025					
199 PO-000173	10/09/2009	480963556001	1 01-0000-0-4300-234-1110-1000-008-000 NN F			711.43	660.12
204 PO-000174	10/09/2009	481129796001	1 01-0000-0-4300-234-1110-1000-008-000 NN P			4.72	4.72
204 PO-000174	10/09/2009	481129795001	1 01-0000-0-4300-234-1110-1000-008-000 NN P			11.22	11.22
204 PO-000174	10/09/2009	481949577001	1 01-0000-0-4300-234-1110-1000-008-000 NN F			721.09	675.19
211 PO-000176	10/09/2009	481128887001	1 01-0000-0-4300-234-1110-1000-008-000 NN P			1.94	1.94
211 PO-000176	10/09/2009	481128880001	1 01-0000-0-4300-234-1110-1000-008-000 NN F			951.18	932.03
222 PO-000177	10/09/2009	480963733001	1 01-0000-0-4300-234-1110-1000-008-000 NN F			217.41	189.31
290 PO-000240	10/09/2009	482189599001	1 01-0000-0-4300-234-1110-1000-008-000 NN P			310.76	310.76
290 PO-000240	10/09/2009	482189602001	1 01-0000-0-4300-234-1110-1000-008-000 NN P			12.33	12.33
290 PO-000240	10/09/2009	482189600001	1 01-0000-0-4300-234-1110-1000-008-000 NN F			2.82	2.82
309 PO-000273	10/09/2009	482450024001	1 01-0000-0-4300-234-1110-1000-008-000 NN P			162.14	162.14
309 PO-000273	10/09/2009	482450031001	1 01-0000-0-4300-234-1110-1000-008-000 NN F			23.70	4.88
322 PO-000276	10/09/2009	482450833001	1 01-0000-0-4300-234-1110-1000-008-000 NN F			363.79	363.79
349 PO-000288	10/09/2009	482454520001	1 01-0000-0-4300-234-1110-1000-008-000 NN F			438.49	438.49
509 PO-000427	10/09/2009	484037184001	1 01-0000-0-4300-234-1110-1000-008-000 NN F			103.75	103.75
581 PO-000485	10/09/2009	484573443001,485397072001	1 01-0000-0-4300-234-1110-1000-008-000 NN F			85.87	42.94
1008 PO-000845	10/09/2009	489214839001	1 01-0000-0-4300-238-1110-1000-010-000 NN P			196.91	196.91
1008 PO-000845	10/09/2009	489214842001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			3.88	3.87
350 PO-000846	10/09/2009	489234618001	1 01-0000-0-4300-234-1110-1000-008-000 NN F			99.53	99.53
986 PO-000859	10/09/2009	489366117001	1 01-6500-0-4300-102-5770-1110-003-010 NN P			263.13	263.13
986 PO-000859	10/09/2009	489366118001	1 01-6500-0-4300-102-5770-1110-003-010 NN F			5.13	5.13
1025 PO-000880	10/09/2009	489923276001	1 01-5640-0-4300-103-9728-1000-017-000 NN P			32.84	32.84
1025 PO-000880	10/09/2009	489758174001	1 01-5640-0-4300-103-9728-1000-017-000 NN P			39.11	39.11
1025 PO-000880	10/09/2009	489758173001	1 01-5640-0-4300-103-9728-1000-017-000 NN P			7.07	7.07
1025 PO-000880	10/09/2009	489758171001	1 01-5640-0-4300-103-9728-1000-017-000 NN F			88.53	73.58
1104 PO-000923	10/09/2009	490259192001	1 01-6500-0-4300-102-5770-1120-003-029 NN F			129.61	111.31
		TOTAL PAYMENT AMOUNT		4,748.91 *			4,748.91
015373/00		ORIENTAL TRADING COMPANY					
		P.O. BOX 2308					
		OMAHA, NE 68103-2308					
1028 PO-000883	10/09/2009	634032916-01	1 01-5640-0-4300-601-9728-1000-017-082 NN F			109.59	101.88
		TOTAL PAYMENT AMOUNT		101.88 *			101.88

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Req Reference	Date	Description		FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			
016692/00		PERFORMANCE CHEVROLET 4811 MADISON AVE. P.O. BOX 41469 SACRAMENTO, CA 95841					
108 PO-000095	10/09/2009	473172	1 01-7230-0-4300-112-0000-3600-007-000	NN P		51.24	51.24
108 PO-000095	10/09/2009	473382	1 01-7230-0-4300-112-0000-3600-007-000	NN P		8.28	8.28
108 PO-000095	10/09/2009	473435	1 01-7230-0-4300-112-0000-3600-007-000	NN P		8.28	8.28
TOTAL PAYMENT AMOUNT				67.80 *			67.80
022525/00		POST-IT LLC 7511 WATT AVENUE STE 102 NORTH HIGHLANDS, CA 95660					
375 PO-000310	10/09/2009	JULY	1 01-0000-0-5800-110-0000-7200-004-000	NN P		540.00	540.00
TOTAL PAYMENT AMOUNT				540.00 *			540.00
019174/00		RADIO ACCESSORY HEADQUARTERS INC 6119-A 27TH STREET SACRAMENTO, CA 95822					
1063 PO-000893	10/09/2009	09-35168	1 01-0000-0-4300-472-1263-4000-014-000	NN F		1,358.83	1,358.83
TOTAL PAYMENT AMOUNT				1,358.83 *			1,358.83
014339/00		RED ROCK CANYON SCHOOL 747 EAST ST. GEORGE BOULEVARD ST. GEORGE, UT 84770					
731 PO-000615	10/09/2009	187	1 01-6500-0-5800-102-5750-1180-003-000	NN P		2,625.00	2,625.00
TOTAL PAYMENT AMOUNT				2,625.00 *			2,625.00
010552/00		SAC VAL JANITORIAL SALES & SERVICES, INC. 2421 DEL MONTE STREET WEST SACRAMENTO, CA 95691					
390 PO-000321	10/09/2009	01862081	1 01-0000-0-4300-111-0000-8200-007-000	NN P		90.70	90.70
1123 PO-000942	10/09/2009	01862959	1 01-0000-0-9320-000-0000-0000-000-000	NN F		166.39	166.39
TOTAL PAYMENT AMOUNT				257.09 *			257.09

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Reg Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
010942/00	SACRAMENTO STATE-COLLEGE OF CONTINUING EDUCATION ATTN: NON-CREDIT REGISTRATION 3000 STATE UNIVERSITY DRIVE EAST SACRAMENTO, CA 95819-610						
PO-902829	10/09/2009	1035563	1 01-7393-0-5200-103-1110-1000-003-000 NN F			695.00	695.00
			TOTAL PAYMENT AMOUNT	695.00 *			695.00
014786/00	SCHOOL SPECIALTY MB UNIT #67-3106 MILWAUKEE, WI 53268-3106						
761 PO-000639	10/09/2009	3081004	1 01-0000-0-4300-472-0000-2700-014-000 NN F			226.59	176.68
			TOTAL PAYMENT AMOUNT	176.68 *			176.68
010010/00	SIERRA SCHOOL 385 OXFORD VALLEY ROAD YARDLEY, PA 19067	680284767					
763 PO-000649	10/09/2009	5395-IN	1 01-6500-0-5800-102-5750-1180-003-000 NN P			809.35	809.35
763 PO-000649	10/09/2009	5423-IN	1 01-6500-0-5800-102-5750-1180-003-000 NN P			1,093.72	1,093.72
			TOTAL PAYMENT AMOUNT	1,903.07 *			1,903.07
021105/00	SIGNATURE REPROGRAPHICS INC 620 SUNBEAM AVENUE SACRAMENTO, CA 95814						
625 PO-000522	10/09/2009	130427	1 01-0000-0-5800-106-0000-8200-007-000 NN P			106.73	106.73
625 PO-000522	10/09/2009	133268	1 01-0000-0-5800-106-0000-8200-007-000 NN P			378.44	378.44
			TOTAL PAYMENT AMOUNT	485.17 *			485.17
014558/00	SPURR P.O. BOX 45526 SAN FRANCISCO, CA 941450526						
156 PO-000118	10/09/2009	27269	1 01-0000-0-5520-106-0000-8110-007-000 NN P			1,556.84	1,556.84
			TOTAL PAYMENT AMOUNT	1,556.84 *			1,556.84

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description		FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			
020075/00	TATYANA SILCHUK MOSES SILCHUK [REDACTED]						
772 PO-000641	10/09/2009	AUG	1	01-6500-0-5800-102-5770-3600-003-000	NN P	62.70	62.70
			TOTAL PAYMENT AMOUNT			62.70 *	62.70
016370/00	TWIN RIVERS UNIFIED SCH DIST 3222 WINONA WAY NORTH HIGHLANDS, CA 95660						
1204 PO-001010	10/09/2009	100114	1	01-0031-0-5800-110-0000-8300-004-000	NN P	35,325.00	35,325.00
			TOTAL PAYMENT AMOUNT			35,325.00 *	35,325.00
010127/00	UNITED PARCEL SERVICE P.O. BOX 894820 LOS ANGELES, CA 90189-4820						
331 PO-000268	10/09/2009	YW013409	1	01-8150-0-5901-106-0000-8110-007-000	NN P	14.27	14.27
			TOTAL PAYMENT AMOUNT			14.27 *	14.27
022179/00	US HEALTHWORKS TB TESTS P.O. BOX 50042 LOS ANGELES, CA 90074						
376 PO-000311	10/09/2009	1592587-CA	1	01-0000-0-5800-110-0000-7200-004-000	NN P	19.00	19.00
376 PO-000311	10/09/2009	1594115-CA	1	01-0000-0-5800-110-0000-7200-004-000	NN P	76.00	76.00
376 PO-000311	10/09/2009	1587221-CA	1	01-0000-0-5800-110-0000-7200-004-000	NN P	19.00	19.00
			TOTAL PAYMENT AMOUNT			114.00 *	114.00
015191/00	WACHOB, CYNTHIA [REDACTED]						
601 PO-000502	10/09/2009	SEPT	1	01-6500-0-5210-102-5060-2110-003-000	NN P	197.45	197.45
			TOTAL PAYMENT AMOUNT			197.45 *	197.45

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
019902/00	WARD'S NATURAL SCIENCE 812 FIERO LANE P.O. BOX 5010 SAN LUIS OBISPO, CA 93403-501						
334 PO-000270	10/09/2009	9975-568-02	1 01-6300-0-4300-472-1110-1000-014-000 NN P			32.35	32.35
334 PO-000270	10/09/2009	9975-568-03	1 01-6300-0-4300-472-1110-1000-014-000 NN P			45.86	45.86
334 PO-000270	10/09/2009	9975-568-04	1 01-6300-0-4300-472-1110-1000-014-000 NN P			117.77	117.77
			TOTAL PAYMENT AMOUNT		195.98 *		195.98
019842/00	[REDACTED] COMMERCIAL SERVICES P.O. BOX 659445 SAN ANTONIO, TX 78265-9445	954214111					
42 PO-000058	10/09/2009	5780-9700-1009-9025	1 01-8150-0-4300-106-0000-8110-007-000 NN P			670.15	670.15
43 PO-000059	10/09/2009	0211013210832	1 01-0000-0-4300-106-0000-8110-007-000 NN P			46.46	46.46
43 PO-000059	10/09/2009	0211011138389	1 01-0000-0-4300-106-0000-8110-007-000 NN P			32.49	32.49
393 PO-000323	10/09/2009	0211042864354	1 01-0000-0-4300-114-0000-8200-007-000 NN P			54.35	54.35
			TOTAL PAYMENT AMOUNT		803.45 *		803.45
017313/00	XEROX CORPORATION P.O. BOX 7405 PASADENA, CA 91109-7405						
411 PO-000339	10/09/2009	10781740	1 01-0000-0-5800-115-9790-8200-007-000 NN P			6,206.71	6,206.71
			TOTAL PAYMENT AMOUNT		6,206.71 *		6,206.71
			TOTAL FUND PAYMENT		98,380.90 **		98,380.90
			TOTAL USE TAX AMOUNT		28.74		

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
			FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP					
014067/00		ACCREDITING COMMISSION FOR SCHOOLS, WASC 533 AIRPORT BLVD., SUITE 200 BURLINGAME, CA 94010						
1151 PO-000969	10/09/2009	291398		1 09-0700-0-5800-503-0000-2700-018-000 NN F			720.00	720.00
				TOTAL PAYMENT AMOUNT	720.00 *			720.00
010669/00		ALHAMBRA & SIERRA SPRINGS P.O. BOX 660579 DALLAS, TX 75266-0579						
548 PO-000496	10/09/2009	27036624779099		2 09-1100-0-4300-501-0000-2700-016-000 NN P			10.82	10.82
548 PO-000496	10/09/2009	27036624779099		1 09-1100-0-4300-501-1110-1000-016-000 NN P			43.30	43.30
				TOTAL PAYMENT AMOUNT	54.12 *			54.12
021853/00		AMERICAN RIVER COLLEGE ATTN: BUSINESS OFFICE 4700 COLLEGE OAK DRIVE SACRAMENTO, CA 95841						
1154 PO-000971	10/09/2009	ACCESS CARDS-GLOBAL YOUTH		1 09-0700-0-5800-503-1110-1000-018-000 NN F			400.00	400.00
				TOTAL PAYMENT AMOUNT	400.00 *			400.00
021026/00		BUCKMASTER IMAGING SYSTEMS P.O. BOX 34-8330 SACRAMENTO, CA 95834-8330						
641 PO-000538	10/09/2009	225084		1 09-1100-0-5612-501-1110-1000-016-000 NN P			97.16	97.16
641 PO-000538	10/09/2009	224957		1 09-1100-0-5612-501-1110-1000-016-000 NN P			97.16	97.16
				TOTAL PAYMENT AMOUNT	194.32 *			194.32
021842/00		CALIFORNIA INTERSCHOLASTIC FEDERATION 4658 DUCKHORN DRIVE SACRAMENTO, CA 95834						
1152 PO-000970	10/09/2009	12294		1 09-0700-0-5800-503-1110-1000-018-000 NN F			58.21	58.21
				TOTAL PAYMENT AMOUNT	58.21 *			58.21

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP	T9MP	Liq Amt	Net Amount	
017370/00		CIF SAC-JOQUIN SECTION 1368 E. TURNER ROAD SUITE A LODI, CA 95240					
1156 PO-000996	10/09/2009	SECTION DUES	1 09-0700-0-5800-503-1110-1000-018-000	NN F	150.00	150.00	
		TOTAL PAYMENT AMOUNT		150.00 *		150.00	
016668/00		SACRAMENTO METROPOLITAN ATHLETIC LEAGUE-MATT VARGO 2636 LATHAM DRIVE SACRAMENTO, CA 95864					
1155 PO-000972	10/09/2009	GLOBAL YOUTH LEAGUE DUES	1 09-0700-0-5800-503-1110-1000-018-000	NN F	400.00	400.00	
		TOTAL PAYMENT AMOUNT		400.00 *		400.00	
		TOTAL FUND PAYMENT		1,976.65 **		1,976.65	



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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description		FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			
017576/00		OFFICE DEPOT/BUS.SERVICES DIV P.O. BOX 70025 LOS ANGELES, CA 90074-0025					
1026 PO-000881	10/09/2009	489757964001	1	11-0030-0-4300-601-4130-1000-017-000	NN P	31.31	31.31
1026 PO-000881	10/09/2009	489757966001	1	11-0030-0-4300-601-4130-1000-017-000	NN P	34.09	34.09
TOTAL PAYMENT AMOUNT				65.40 *			65.40
TOTAL FUND PAYMENT				65.40 **			65.40

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
020098/00	BIG TRAY	830503020					
	1200 7TH STREET						
	SAN FRANCISCO, CA 94107						
134 PO-000110	10/09/2009	508802	1 13-5310-0-4400-108-0000-3700-007-000 NN P			4,893.75	4,893.75
134 PO-000110	10/09/2009	509148	1 13-5310-0-4400-108-0000-3700-007-000 NN P			162.04	162.04
134 PO-000110	10/09/2009	508413	1 13-5310-0-4400-108-0000-3700-007-000 NN P			235.12	235.12
134 PO-000110	10/09/2009	508802	1 13-5310-0-4400-108-0000-3700-007-000 NN F			1,466.95	1,466.95
1170 PO-000983	10/09/2009	508809	1 13-5310-0-4400-108-0000-3700-007-000 NN P			706.96	706.96
1170 PO-000983	10/09/2009	510024	1 13-5310-0-4400-108-0000-3700-007-000 NN P			38.06	38.06
TOTAL PAYMENT AMOUNT				7,502.88 *			7,502.88
014156/00	COUNTY OF SACRAMENTO						
	ENVIRONMENTAL MANAGEMENT DEPT						
	ENVIRONMENTAL HEALTH DIVISION						
	10590 ARMSTRONG AVENUE SUITE C						
	MATHER, CA 95655						
508 PO-000426	10/09/2009	AR0058738	1 13-5310-0-5800-108-0000-3700-007-000 NN P			178.00	178.00
508 PO-000426	10/09/2009	AR0005361	1 13-5310-0-5800-108-0000-3700-007-000 NN P			524.00	524.00
TOTAL PAYMENT AMOUNT				702.00 *			702.00
011602/00	DANIELSEN CO., THE						
	435 SOUTHGATE COURT						
	CHICO, CA 95928						
73 PO-000102	10/09/2009	1390999	2 13-5310-0-4300-108-0000-3700-007-000 NN P			2,020.90	2,020.90
73 PO-000102	10/09/2009	1390999	1 13-5310-0-4700-108-0000-3700-007-000 NN P			10,791.32	10,791.32
TOTAL PAYMENT AMOUNT				12,812.22 *			12,812.22
017051/00	DAVIS, LAURA						
	[REDACTED]						
	[REDACTED]						
831 PO-000695	10/09/2009	SEPT	1 13-5310-0-5210-108-0000-3700-007-000 NN P			13.20	13.20
TOTAL PAYMENT AMOUNT				13.20 *			13.20

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description			FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP		
018951/00	DELL P.O. BOX 910916 PASADENA, CA 91110-0916						
1058 PO-000889	10/09/2009	XDDJ11WF6	1	13-5310-0-4400-108-0000-3700-007-000	NN F	970.07	949.68
TOTAL PAYMENT AMOUNT						949.68 *	949.68
011613/00	DITTO PRINT & COPY 4708 ROSEVILLE RD., SUITE 104 NORTH HIGHLANDS, CA 95660						
512 PO-000430	10/09/2009	4149	1	13-5310-0-5800-108-0000-3700-007-000	NN F	75.00	100.16
TOTAL PAYMENT AMOUNT						100.16 *	100.16
018438/00	ECOLAB 3160 CROW CANYON PLACE SUITE 200 SAN RAMON, CA 94583						
515 PO-000433	10/09/2009	0355598	1	13-5310-0-4300-108-0000-3700-007-000	NN P	501.55	501.55
TOTAL PAYMENT AMOUNT						501.55 *	501.55
021080/00	ED JONES FOOD SERVICE INC 5100 FULTON DRIVE SUITE D FAIRFIELD, CA 94534-1639	942828211					
79 PO-000104	10/09/2009	JULY-SEPT	1	13-5310-0-4700-108-0000-3700-007-000	NN P	83,672.14	83,672.14
TOTAL PAYMENT AMOUNT						83,672.14 *	83,672.14
011219/00	HILLYARD INC. 826 PROFESSOR LANE SUITE 150 SACRAMENTO, CA 95834						
851 PO-000706	10/09/2009	6039275	1	13-5310-0-4300-108-0000-3700-007-000	NN P	271.09	271.09
TOTAL PAYMENT AMOUNT						271.09 *	271.09

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
022464/00	KASEY, LAURA						
1166 PO-000980	10/09/2009	REIMB	2 13-5310-0-4300-108-0000-3700-007-000 NN F			43.18	43.18
1166 PO-000980	10/09/2009	REIMB	1 13-5310-0-5200-108-0000-3700-007-000 NN F			150.00	150.00
TOTAL PAYMENT AMOUNT			193.18 *				193.18
022518/00	LUNCHBYTE SYSTEMS INC DEPT 632,P.O. BOX 8000 BUFFALO, NY 14267						
1093 PO-000965	10/09/2009	28966	1 13-5310-0-4400-108-0000-3700-007-000 NN P			10.88	10.88
TOTAL PAYMENT AMOUNT			10.88 *				10.88
022364/00	MYSCHOOLBUCKS LLC 9700 VILLAGE CENTER DRIVE SUITE 50-L GRANITE BAY, CA 95746						
513 PO-000431	10/09/2009	1284	1 13-5310-0-5300-108-0000-3700-007-000 NN P			211.95	211.95
TOTAL PAYMENT AMOUNT			211.95 *				211.95
016185/00	NELSON, STEPHANIE						
1091 PO-000964	10/09/2009	REFUND	1 13-5310-0-8634-000-0000-0000-000-000 NN F			54.45	54.45
TOTAL PAYMENT AMOUNT			54.45 *				54.45
018967/00	NEXTEL COMMUNICATIONS INC P.O. BOX 4181 CAROL STREAM, IL 60197-4181						
514 PO-000432	10/09/2009	811116315	1 13-5310-0-5903-108-0000-3700-007-000 NN P			12.26	12.26
TOTAL PAYMENT AMOUNT			12.26 *				12.26

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description		FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			
011423/00	PLATH DISTRIBUTION INC 9632 SHALE COURT ELK GROVE, CA 95624						
127 PO-000107	10/09/2009	8271		1 13-5310-0-4700-108-0000-3700-007-000 NN P		10,120.01	10,120.01
TOTAL PAYMENT AMOUNT						10,120.01 *	10,120.01
019993/00	PROPACIFIC FRESH P.O. BOX 1069 DURHAM, CA 95938						
125 PO-000105	10/09/2009	SPINELLI		1 13-5310-0-4700-108-0000-3700-007-000 NN P		446.45	446.45
125 PO-000105	10/09/2009	GLOBAL		1 13-5310-0-4700-108-0000-3700-007-000 NN P		404.70	404.70
125 PO-000105	10/09/2009	DUDLEY		1 13-5310-0-4700-108-0000-3700-007-000 NN P		514.25	514.25
125 PO-000105	10/09/2009	OAK HILL		1 13-5310-0-4700-108-0000-3700-007-000 NN P		798.75	798.75
125 PO-000105	10/09/2009	WCR		1 13-5310-0-4700-108-0000-3700-007-000 NN P		1,455.20	1,455.20
125 PO-000105	10/09/2009	CHS		1 13-5310-0-4700-108-0000-3700-007-000 NN P		2,288.65	2,288.65
125 PO-000105	10/09/2009	N.COUNTRY		1 13-5310-0-4700-108-0000-3700-007-000 NN P		523.60	523.60
TOTAL PAYMENT AMOUNT						6,431.60 *	6,431.60
016043/00	SHELTONS UNLIMITED MECHANICAL SERVICES 7537 AUSPICIOUS WAY SACRAMENTO, CA 95842	208118193					
518 PO-000436	10/09/2009	1025		1 13-5310-0-5600-108-0000-3700-007-000 NY P		779.01	779.01
TOTAL PAYMENT AMOUNT						779.01 *	779.01
020462/00	STAPLES ADVANTAGE P.O. BOX 71217 CHICAGO, IL 60694-1217	841248716					
138 PO-000112	10/09/2009	97762517		1 13-5310-0-4300-108-0000-3700-007-000 NN P		32.02	32.02
138 PO-000112	10/09/2009	97680727		1 13-5310-0-4300-108-0000-3700-007-000 NN P		141.38	141.38
138 PO-000112	10/09/2009	97645663		1 13-5310-0-4300-108-0000-3700-007-000 NN P		134.12	134.12
TOTAL PAYMENT AMOUNT						307.52 *	307.52

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Reg Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			Liq Amt	Net Amount
011422/00		SYSO OF SAN FRANCISCO					
		PO BOX 138007					
		SACRAMENTO, CA 95813-8007					
76 PO-000103	10/09/2009	AUG-SEPT	2 13-5310-0-4300-108-0000-3700-007-000 NN P			7,021.25	7,021.25
76 PO-000103	10/09/2009	AUG-SEPT	1 13-5310-0-4700-108-0000-3700-007-000 NN P			14,601.33	14,601.33
		TOTAL PAYMENT AMOUNT		21,622.58 *			21,622.58
021217/00		UNITED REFRIGERATION INC					
		P.O. BOX 678458					
		DALLAS, TX 75267-8458					
521 PO-000439	10/09/2009	24371506-00	1 13-5310-0-5600-108-0000-3700-007-000 NN P			78.28	78.28
521 PO-000439	10/09/2009	25009518-00	1 13-5310-0-5600-108-0000-3700-007-000 NN P			42.21	42.21
		TOTAL PAYMENT AMOUNT		120.49 *			120.49
		TOTAL FUND PAYMENT		146,388.85 **			146,388.85

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description					
015699/00		CLARK SECURITY PRODUCTS P.O. BOX 31001-1195 PASADENA, CA 91110-1195					
1049 PO-000885	10/09/2009	SA96600601	1	14-0024-0-4300-106-9608-8110-007-000	NN P	240.65	240.65
1049 PO-000885	10/09/2009	SA96713301	1	14-0024-0-4300-106-9608-8110-007-000	NN F	148.27	148.27
TOTAL PAYMENT AMOUNT						388.92 *	388.92
TOTAL FUND PAYMENT						388.92 **	388.92

81 CENTER UNIFIED SCHOOL DIST.  
10-09-09

ACCOUNTS PAYABLE PRELIST  
BATCH: 0022 10-09-2009  
FUND : 21 BUILDING FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
020305/00	CDW GOVERNMENT INC.						
	75 REMITTANCE DRIVE SUITE 1515						
	CHICAGO, IL 60675-1515						
1053 PO-000887	10/09/2009 QHZ2632		1 21-0000-0-6236-472-9630-8500-007-000 NN F			1,993.30	1,993.30
			TOTAL PAYMENT AMOUNT			1,993.30 *	1,993.30
018951/00	DELL						
	P.O. BOX 910916						
	PASADENA, CA 91110-0916						
1046 PO-000876	10/09/2009 XDDFTCT63		1 21-0000-0-6236-472-9630-8500-007-000 NN F			1,193.27	1,172.89
			TOTAL PAYMENT AMOUNT			1,172.89 *	1,172.89
014069/00	PLATT ELECTRIC SUPPLY						
	4201 S. MARKET COURT						
	SACRAMENTO, CA 95834						
1043 PO-000873	10/09/2009 6686875		1 21-0000-0-6236-472-9630-8500-007-000 NN P			553.65	553.65
1043 PO-000873	10/09/2009 6694536		1 21-0000-0-6236-472-9630-8500-007-000 NN P			10,035.08	10,035.08
1043 PO-000873	10/09/2009 6717538		1 21-0000-0-6236-472-9630-8500-007-000 NN P			492.53	492.53
1043 PO-000873	10/09/2009 6728016		1 21-0000-0-6236-472-9630-8500-007-000 NN P			67.97	67.97
1043 PO-000873	10/09/2009 6730838		1 21-0000-0-6236-472-9630-8500-007-000 NN P			3,566.98	3,566.98
1043 PO-000873	10/09/2009 6712364		1 21-0000-0-6236-472-9630-8500-007-000 NN P			406.82	406.82
1043 PO-000873	10/09/2009 6716982		1 21-0000-0-6236-472-9630-8500-007-000 NN P			35.24	35.24
1043 PO-000873	10/09/2009 6694858		1 21-0000-0-6236-472-9630-8500-007-000 NN P			177.85	177.85
			TOTAL PAYMENT AMOUNT			15,336.12 *	15,336.12
010552/00	SAC VAL JANITORIAL						
	SALES & SERVICES, INC.						
	2421 DEL MONTE STREET						
	WEST SACRAMENTO, CA 95691						
1079 PO-000908	10/09/2009 01862886		1 21-0000-0-4300-472-9630-8500-007-000 NN F			2,265.20	2,256.49
			TOTAL PAYMENT AMOUNT			2,256.49 *	2,256.49
			TOTAL FUND PAYMENT			20,758.80 **	20,758.80
			TOTAL BATCH PAYMENT			267,959.52 ***	267,959.52
			TOTAL USE TAX AMOUNT			28.74	



81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0023 0-batch  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description		FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			
018967/00		NEXTEL COMMUNICATIONS INC P.O. BOX 4181 CAROL STREAM, IL 60197-4181					
58 PO-000005	10/09/2009	CLOSE					
			1 01-0000-0-5903-240-0000-2700-011-000 NN C			275.48	0.00
		TOTAL PAYMENT AMOUNT		0.00 *			0.00
		TOTAL FUND PAYMENT		0.00 **			0.00
		TOTAL BATCH PAYMENT		0.00 ***	0.00		0.00
		TOTAL DISTRICT PAYMENT		267,959.52 ****	0.00		267,959.52
		TOTAL USE TAX AMOUNT		28.74			
		TOTAL FOR ALL DISTRICTS:		267,959.52 ****	0.00		267,959.52
		TOTAL USE TAX AMOUNT		28.74			

Number of warrants to be printed: 92, not counting voids due to stub overflows.

Batch status: A All

From batch: 0024

To batch: 0025

Include Revolving Cash: Y

Include Address: Y

81 CENTER UNIFIED SCHOOL DIST.  
10-16-09

ACCOUNTS PAYABLE PRELIST  
BATCH: 0024 10-16-09  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Reg Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP	Liq Amt	Net Amount		
020710/00		ACCURATE LABEL DESIGN P.O. BOX 895 CUMMING, GA 30028-0895					
1064 PO-000894	10/16/2009	88138	1 01-0000-0-5800-371-0000-2700-012-000 YN F	235.06	216.95		
			TOTAL PAYMENT AMOUNT	216.95 *	216.95		
			TOTAL USE TAX AMOUNT	18.98			
018280/00		ADVANTAGE IMAGING SUPPLY INC P.O. BOX 73994 SAN CLEMENTE, CA 92673					
1061 PO-000891	10/16/2009	108552	1 01-0054-0-4300-371-0000-2700-012-000 NN F	281.34	281.34		
			TOTAL PAYMENT AMOUNT	281.34 *	281.34		
010226/00		AIRGAS NCN P.O. BOX 7425 PASADENA, CA 91109-7425	232491493				
370 PO-000305	10/16/2009	102795165	1 01-0000-0-4300-472-1210-1000-014-000 NN P	27.30	27.30		
			TOTAL PAYMENT AMOUNT	27.30 *	27.30		
010669/00		ALHAMBRA & SIERRA SPRINGS P.O. BOX 660579 DALLAS, TX 75266-0579					
98 PO-000088	10/16/2009	27047404781257	1 01-7230-0-4300-112-0000-3600-007-000 NN P	101.31	101.31		
179 PO-000131	10/16/2009	27053384782453	1 01-8150-0-4300-106-0000-8110-007-000 NN P	128.72	128.72		
244 PO-000196	10/16/2009	27045224780818	1 01-0000-0-4300-105-0000-7200-005-000 NN P	31.76	31.76		
372 PO-000307	10/16/2009	27058024783379	1 01-0000-0-4300-110-0000-7200-004-000 NN P	24.27	24.27		
374 PO-000309	10/16/2009	27045104780794	1 01-0000-0-4300-103-0000-7200-003-000 NN P	31.72	31.72		
399 PO-000328	10/16/2009	27050334781839	1 01-0000-0-4300-475-3200-2700-015-000 NN P	24.27	24.27		
			TOTAL PAYMENT AMOUNT	342.05 *	342.05		
013985/00		ALL DIESEL ELECTRIC INC. P.O. BOX 1763 WEST SACRAMENTO, CA 95691					
1242 PO-001043	10/16/2009	5792,5767	1 01-7230-0-4300-112-0000-3600-007-000 NN F	728.46	728.46		
			TOTAL PAYMENT AMOUNT	728.46 *	728.46		

81 CENTER UNIFIED SCHOOL DIST.  
10-16-09

ACCOUNTS PAYABLE PRELIST  
BATCH: 0024 10-16-09  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
010400/00	AT&T						
	PAYMENT CENTER						
	SACRAMENTO, CA 95887						
323 PO-000261	10/16/2009	23434363779764	1 01-0000-0-5902-106-0000-8110-007-000 NN P			282.47	282.47
323 PO-000261	10/16/2009	23434363784905	1 01-0000-0-5902-106-0000-8110-007-000 NN P			282.47	282.47
		TOTAL PAYMENT AMOUNT	564.94 *				564.94
011481/00	AT&T						
	P.O. BOX 989048						
	WEST SACRAMENTO, CA 95798-904						
324 PO-000262	10/16/2009	9163323096982	1 01-0000-0-5902-106-0000-8110-007-000 NN P			303.31	303.31
324 PO-000262	10/16/2009	9163481015984	1 01-0000-0-5902-106-0000-8110-007-000 NN P			307.25	307.25
		TOTAL PAYMENT AMOUNT	610.56 *				610.56
021938/00	BIO CORPORATION						
	3911 NEVADA STREET						
	ALEXANDRIA, MN 56308						
963 PO-000803	10/24/2009	131737	1 01-0000-0-4300-472-1275-1000-014-000 NN F			383.52	440.18
		TOTAL PAYMENT AMOUNT	440.18 *				440.18
013988/00	BUTTES/CENTER STATE PIPE						
	& SUPPLY						
	DEPARTMENT LA 21143						
	PASADENA, CA 91185-1143						
25 PO-000033	10/16/2009	S4973015.002	1 01-8150-0-4300-106-0000-8110-007-000 NN P			21.77	21.77
		TOTAL PAYMENT AMOUNT	21.77 *				21.77
011564/00	CALDWELL FLORES WINTERS INC.						
	ATTN: MIKE WINTERS						
	2033B SAN ELIJO AVE. #231						
	CARDIFF, CA 92007						
PO-901032	10/16/2009	CUSD909	1 01-0000-0-5800-106-0000-8500-007-000 NN P			3,510.00	3,510.00
		TOTAL PAYMENT AMOUNT	3,510.00 *				3,510.00

81 CENTER UNIFIED SCHOOL DIST.  
10-16-09

ACCOUNTS PAYABLE PRELIST  
BATCH: 0024 10-16-09  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
020305/00	CDW GOVERNMENT INC. 75 REMITTANCE DRIVE SUITE 1515 CHICAGO, IL 60675-1515						
1161 PO-000975	10/16/2009 QLQ1389		1 01-0000-0-4300-114-0000-8200-007-000 NN F			68.39	68.39
			TOTAL PAYMENT AMOUNT	68.39 *			68.39
010407/00	CENTER UNIFIED REVOLVING FUND 8408 WATT AVE. ANTELOPE, CA 95843	0000000000					
1219 PO-001025	10/16/2009 4676		1 01-0000-0-4300-101-0000-7150-002-000 NN F			55.99	55.99
			TOTAL PAYMENT AMOUNT	55.99 *			55.99
021175/00	CINTAS DOCUMENT MANAGEMENT PO BOX 633842 CINCINNATI, OH 45263						
1206 PO-001012	10/16/2009 DG37019873		1 01-0000-0-5800-106-0000-8110-007-000 NN F			788.00	788.00
			TOTAL PAYMENT AMOUNT	788.00 *			788.00
015699/00	CLARK SECURITY PRODUCTS P.O. BOX 31001-1195 PASADENA, CA 91110-1195						
28 PO-000036	10/16/2009 SA6892001		1 01-8150-0-4300-106-0000-8110-007-000 NN P			72.46	72.46
			TOTAL PAYMENT AMOUNT	72.46 *			72.46
021059/00	COMCAST P.O. BOX 34744 SEATTLE, WA 98124-1744						
60 PO-000006	10/16/2009 10/14-11/13		1 01-0000-0-5800-240-0000-2700-011-000 NN P			2.60	2.60
			TOTAL PAYMENT AMOUNT	2.60 *			2.60

81 CENTER UNIFIED SCHOOL DIST.  
10-16-09

ACCOUNTS PAYABLE PRELIST  
BATCH: 0024 10-16-09  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description			FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP		Liq Amt	Net Amount
016993/00		CTB MCGRAW HILL 20 RYAN RANCH ROAD MONTEREY, CA 93940						
606 PO-000504	10/16/2009	49504946001		1	01-6286-0-4300-103-4760-1000-003-000 NN F		1,087.04	1,087.04
				TOTAL PAYMENT AMOUNT	1,087.04 *			1,087.04
017581/00		EUROSPORT 431 US HIGHWAY 70A EAST HILLSBOROUGH, NC 27278						
1023 PO-000863	10/16/2009	52486886		1	01-0000-0-4300-472-1801-1000-014-000 NN P		285.34	285.34
1023 PO-000863	10/16/2009	52486886.1		1	01-0000-0-4300-472-1801-1000-014-000 NN F		53.09	27.23
				TOTAL PAYMENT AMOUNT	312.57 *			312.57
021764/00		FUTURE FORD OF SACRAMENTO 4625 MADISON AVENUE SACRAMENTO, CA 95841	941459396					
1240 PO-001041	10/16/2009	43196		1	01-7230-0-4300-112-0000-3600-007-000 NN F		124.74	124.74
				TOTAL PAYMENT AMOUNT	124.74 *			124.74
017718/00		GUIDING HANDS INC. 4900 WINDPLAY DRIVE ELDORADO HILLS, CA 95762						
599 PO-000500	10/16/2009	D09229		1	01-6500-0-5800-102-5750-1180-003-000 NN P		3,327.19	3,327.19
599 PO-000500	10/16/2009	D09253		1	01-6500-0-5800-102-5750-1180-003-000 NN P		270.00	270.00
				TOTAL PAYMENT AMOUNT	3,597.19 *			3,597.19
010602/00		HI-LINE ELECTRICAL & MECH P.O. BOX 972081 DALLAS, TX 75397-2081						
1241 PO-001042	10/16/2009	2096235,2096643		1	01-7230-0-4300-112-0000-3600-007-000 NN F		98.67	98.67
				TOTAL PAYMENT AMOUNT	98.67 *			98.67

81 CENTER UNIFIED SCHOOL DIST.  
10-16-09

ACCOUNTS PAYABLE PRELIST  
BATCH: 0024 10-16-09  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9HP				
010830/00	HOLT OF CALIFORNIA						
	P.O. BOX X						
	SACRAMENTO, CA 95813						
1247 PO-001048	10/16/2009	PS040079888	1 01-7230-0-4300-112-0000-3600-007-000 NN F		72.78	72.78	
			TOTAL PAYMENT AMOUNT	72.78 *		72.78	
017002/00	HOME DEPOT						
	ACCOUNTS RECEIVABLE						
	P.O. BOX 6031						
	THE LAKES, NV 88901-6031						
32 PO-000050	10/16/2009	6035322532354507	1 01-8150-0-4300-106-0000-8110-007-000 NN P		990.76	990.76	
33 PO-000051	10/16/2009	6035322532354507	1 01-0000-0-4300-106-0000-8110-007-000 NN P		33.65	33.65	
			TOTAL PAYMENT AMOUNT	1,024.41 *		1,024.41	
015987/00	INNOVATIVE LEARNING CONCEPTS						
	6760 CORPORATE DRIVE						
	COLORADO SPRINGS, CO 80919199						
1112 PO-000928	10/16/2009	200127845	1 01-6500-0-4300-102-5750-1110-003-048 YN F		711.31	658.90	
			TOTAL PAYMENT AMOUNT	658.90 *		658.90	
			TOTAL USE TAX AMOUNT	57.65			
021196/00	INTEGRATIONS						
	MB UNIT #67-3106						
	MILWAUKEE, WI 53268-3106						
736 PO-000618	10/16/2009	304900063567	1 01-6500-0-4300-102-5770-1110-003-009 NN F		188.05	178.64	
			TOTAL PAYMENT AMOUNT	178.64 *		178.64	
022114/00	IZA DESIGN						
	3890 PROSPECT AVENUE						
	SUITE A						
	YORBA LINDA, CA 92886						
999 PO-000838	10/16/2009	INV19187	1 01-0000-0-5800-371-1110-1000-012-916 NN F		999.58	999.58	
			TOTAL PAYMENT AMOUNT	999.58 *		999.58	

81 CENTER UNIFIED SCHOOL DIST.  
10-16-09

ACCOUNTS PAYABLE PRELIST  
BATCH: 0024 10-16-09  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
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022170/00 JAPPERT, APRIL

872 PO-000724 10/16/2009 SEPT

TOTAL PAYMENT AMOUNT 358.05 358.05

018343/00

JBEILLY, TAMI

1213 PO-001019 10/16/2009 SEPT

TOTAL PAYMENT AMOUNT 78.10 78.10

021874/00

KIDWELL, TAMBRA

113 PO-000097 10/16/2009 009-50

TOTAL PAYMENT AMOUNT 5.00 5.00

017726/00

LOS ANGELES FREIGHTLINER  
P.O. BOX 60816  
LOS ANGELES, CA 90060-0816

103 PO-000093 10/16/2009 BN5829

TOTAL PAYMENT AMOUNT 343.89 343.89

010233/00

M-B ELECTRONICS  
3040 INDUSTRIAL DRIVE  
BETHEL PARK, PA 15102

1081 PO-000507 10/16/2009 6409

TOTAL PAYMENT AMOUNT 187.11 174.34  
TOTAL USE TAX AMOUNT 15.25 174.34



81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0024 10-16-09  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP	T9MP			
020653/00	MCGRAW HILL PO BOX 894190 LOS ANGELES, CA 90189-4190						
849 PO-000759	10/16/2009	50549351001	1 01-0037-0-4100-103-1110-1000-003-000	NN P	27.38	27.38	
849 PO-000759	10/16/2009	50382720001	1 01-0037-0-4100-103-1110-1000-003-000	NN P	14.13	14.13	
849 PO-000759	10/16/2009	5034626001	1 01-0037-0-4100-103-1110-1000-003-000	NN F	7,464.42	7,471.41	
TOTAL PAYMENT AMOUNT			7,512.92 *			7,512.92	
015289/00	MCQUEEN, JANET [REDACTED]						
1249 PO-001050	10/16/2009	REIMB	1 01-7230-0-5800-112-0000-3600-007-000	NN F	12.00	12.00	
TOTAL PAYMENT AMOUNT			12.00 *			12.00	
022172/00	MED TRANS MEDICAL/LEGAL AMBULATORY TRANSPORTATION AND INTERPRETING SERVICES P.O. BOX 348046 SACRAMENTO, CA 95834-8046						
578 PO-000482	10/16/2009	613	1 01-6500-0-5800-102-5750-1180-003-000	NN P	10,390.00	10,390.00	
TOTAL PAYMENT AMOUNT			10,390.00 *			10,390.00	
018967/00	NEXTEL COMMUNICATIONS INC P.O. BOX 4181 [REDACTED] 97-4181						
379 PO-000313	10/16/2009	27053384782453	1 01-0000-0-5903-472-0000-2700-014-000	NN P	128.72	128.72	
TOTAL PAYMENT AMOUNT			128.72 *			128.72	
010873/00	NORTHRIDGE MUSIC INC. 7871 GREENBACK LANE [REDACTED] 610-5909						
1222 PO-001035	10/16/2009	589032	1 01-0000-0-5600-371-1110-1000-012-000	NN F	15.00	15.00	
TOTAL PAYMENT AMOUNT			15.00 *			15.00	

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0024 10-16-09  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description		FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			
021511/00		OCCUPATIONAL THERAPY FOR CHILDREN 2129 THIRD AVENUE SACRAMENTO, CA 95818					
584 PO-000486	10/16/2009	09-09-11	1	01-6500-0-5800-102-5750-1180-003-000	NN P	340.00	340.00
TOTAL PAYMENT AMOUNT						340.00	340.00
017576/00		OFFICE DEPOT/BUS.SERVICES DIV P.O. BOX 70025 LOS ANGELES, CA 90074-0025					
1171 PO-000984	10/16/2009	491287317001	1	01-0000-0-4300-105-0000-7200-005-000	NN P	6.75	6.75
1171 PO-000984	10/16/2009	491097625001	1	01-0000-0-4300-105-0000-7200-005-000	NN F	57.10	54.58
PV-081025	10/14/2009	480963557001		01-0000-0-4300-234-1110-1000-008-000	NN		9.44
TOTAL PAYMENT AMOUNT						70.77	70.77
015373/00		ORIENTAL TRADING COMPANY P.O. BOX 2308 OMAHA, NE 68103-2308					
1055 PO-000898	10/16/2009	634072539-01	1	01-3010-0-4300-240-1110-1000-011-000	NN P	145.80	145.80
TOTAL PAYMENT AMOUNT						145.80	145.80
016784/00		PEST CONTROL CENTER INC. 3845 MADISON AVENUE NORTH HIGHLANDS, CA 95660-501					
165 PO-000126	10/16/2009	114078	2	01-0000-0-5500-106-0000-8110-007-000	NN P	712.00	712.00
TOTAL PAYMENT AMOUNT						712.00	712.00
021194/00		PRUDENTIAL OVERALL SUPPLY INC P.O. BOX 11210 SANTA ANA, CA 92711					
96 PO-000086	10/16/2009	SEPT	1	01-7230-0-5800-112-0000-3600-007-000	NN P	245.42	245.42
369 PO-000304	10/16/2009	11823-02	1	01-0000-0-4300-472-1203-1000-014-000	NN P	17.43	17.43
369 PO-000304	10/16/2009	11823-02	2	01-0000-0-4300-472-1210-1000-014-000	NN P	40.75	40.75
543 PO-000453	10/16/2009	SEPT	1	01-0000-0-5800-111-0000-8200-007-000	NN P	477.39	477.39
TOTAL PAYMENT AMOUNT						780.99	780.99

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP	Liq Amt	Net Amount		
021678/00		RANCHO LEARNING CENTER 3063 GOLD CANAL DRIVE RANCHO CORDOVA, CA 95670					
497 PO-000408	10/16/2009	CENTER92009	1 01-6500-0-5800-102-5750-1180-003-000 NN P	22,955.00	22,955.00		
497 PO-000408	10/16/2009	CENTER92009	1 01-6500-0-5800-102-5750-1180-003-000 NN P	7,686.08	7,686.08		
		TOTAL PAYMENT AMOUNT	30,641.08 *		30,641.08		
022520/00		RELIABLE MOBILE FLEET SERVICES & REPAIR INC P.O. BOX 238 ROCKLIN, CA 95677					
1248 PO-001049	10/16/2009	510094	1 01-7230-0-4300-112-0000-3600-007-000 NN P	100.23	100.23		
		TOTAL PAYMENT AMOUNT	100.23 *		100.23		
011238/00		RELIABLE TIRE P.O. BOX 1381 WEST SACRAMENTO, CA 95691					
115 PO-000099	10/16/2009	68897	1 01-7230-0-4300-112-0000-3600-007-000 NN P	93.58	93.58		
115 PO-000099	10/16/2009	68934	1 01-7230-0-4300-112-0000-3600-007-000 NN P	655.15	655.15		
		TOTAL PAYMENT AMOUNT	748.73 *		748.73		
017657/00		RENAISSANCE LEARNING INC. P.O. BOX 64910 ST PAUL, MN 55164-0910	391559474				
1034 PO-000867	10/16/2009	INV3580101	1 01-0054-0-4300-371-0000-2700-012-000 NN F	185.34	170.43		
1035 PO-000868	10/16/2009	INV3580762	1 01-0054-0-4300-371-0000-2700-012-000 NN F	89.00	89.00		
		TOTAL PAYMENT AMOUNT	259.43 *		259.43		
010546/00		RIVERSIDE PUBLISHING CO. HM RECEIVABLES CO LLC 14046 COLLECTIONS CENTER DR CHICAGO, IL 60693-0050					
442 PO-000358	10/16/2009	944492319	1 01-6500-0-4300-102-5770-1120-003-024 NN F	90.92	104.33		
		TOTAL PAYMENT AMOUNT	104.33 *		104.33		

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
022354/00	ROBERTSON & ASSOCIATES 55 FIRST STREET BOX G LAKEPORT, CA 95453						
PO-902703	10/16/2009	44347	1 01-0000-0-5800-105-0000-7200-005-000 NN P			6,570.00	6,570.00
			TOTAL PAYMENT AMOUNT	6,570.00 *			6,570.00
021884/00	ROCKLIN HIGH SCHOOL 5301 VICTORY LANE ROCKLIN, CA 95765						
1245 PO-001046	10/16/2009	BB TOURN	1 01-0000-0-5800-472-1801-1000-014-000 NN F			265.00	265.00
			TOTAL PAYMENT AMOUNT	265.00 *			265.00
010266/00	SACRAMENTO COUNTY UTILITIES PO BOX 1804 SACRAMENTO, CA 95812						
159 PO-000120	10/16/2009	5-185866	1 01-0000-0-5540-106-0000-8110-007-000 NN P			528.95	528.95
			TOTAL PAYMENT AMOUNT	528.95 *			528.95
016337/00	SAECHAO, KAO [REDACTED]						
1214 PO-001020	10/24/2009	AUG	1 01-6500-0-5800-102-5770-3600-003-000 NN P			154.00	154.00
1214 PO-001020	10/16/2009	SEPT	1 01-6500-0-5800-102-5770-3600-003-000 NN P			231.00	231.00
			TOTAL PAYMENT AMOUNT	385.00 *			385.00
018912/00	SAFETY-KLEEN CORPORATION P.O. BOX 7170 PASADENA, CA 91109-7170						
97 PO-000087	10/16/2009	39915438	1 01-7230-0-5800-112-0000-3600-007-000 NN P			358.26	358.26
			TOTAL PAYMENT AMOUNT	358.26 *			358.26

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
013973/00	SAMBA HOLDINGS INC						
	1730 MONTANO RD.NW,SUITE F						
	ALBUQUERQUE, NM 87107						
1017 PO-000855	10/16/2009	0106258-IN	1 01-7230-0-5600-112-0000-3600-007-000 NN P			18.00	18.00
			TOTAL PAYMENT AMOUNT	18.00 *			18.00
020981/00	SAVE MART SUPERMARKETS						
	DEPT. 33486-01						
	P.O. BOX 39000						
	SAN FRANCISCO, CA 94139						
898 PO-000747	10/16/2009	2581003	1 01-0000-0-4300-601-9728-1006-017-000 NN P			16.52	16.52
965 PO-000805	10/16/2009	2294149	1 01-0000-0-4300-371-0000-2700-012-000 NN P			85.39	85.39
1220 PO-001026	10/16/2009	2581002	1 01-0000-0-4300-120-0000-7110-001-000 NN P			14.15	14.15
1221 PO-001027	10/16/2009	2581004	1 01-0000-0-4300-101-0000-7150-002-000 NN P			14.15	14.15
			TOTAL PAYMENT AMOUNT	130.21 *			130.21
018539/00	SCANTRON CORPORATION	952767912					
	PO BOX 93038						
1099 PO-000918	10/16/2009	6058002	1 01-0000-0-4300-472-1224-1000-014-000 NN F			579.12	557.18
			TOTAL PAYMENT AMOUNT	557.18 *			557.18
014786/00	SCHOOL SPECIALTY						
	MB UNIT #67-3106						
	MILWAUKEE, WI 53268-3106						
529 PO-000440	10/16/2009	204900763813	1 01-6500-0-4300-102-5770-1110-003-011 NN F			85.77	73.94
			TOTAL PAYMENT AMOUNT	73.94 *			73.94
010373/00	SCHOOLS INSURANCE AUTHORITY						
	P.O. BOX 276710						
	SACRAMENTO, CA 958276710						
101 PO-000091	10/16/2009	2010UST-03	1 01-7230-0-5800-112-0000-3600-007-000 NN P			150.00	150.00
			TOTAL PAYMENT AMOUNT	150.00 *			150.00

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date							
011500/00	SIA / DELTA DENTAL. P.O. BOX 276710 SACRAMENTO, CA 95827							
PV-081026	10/14/2009	OCTOBER						
				01-0000-0-9552-000-0000-0000-000	NN		46,141.35	
				TOTAL PAYMENT AMOUNT			46,141.35	
011527/00	SIERRA BG OFFICE PRODUCTS 9950 HORN RD. SACRAMENTO, CA 95827							
49 PO-000065	10/16/2009	2085833-0		1 01-8150-0-4300-106-0000-8110-007-000	NN P		103.81	103.81
49 PO-000065	10/16/2009	2085833-1		1 01-8150-0-4300-106-0000-8110-007-000	NN P		48.70	48.70
49 PO-000065	10/16/2009	2087501-0		1 01-8150-0-4300-106-0000-8110-007-000	NN P		22.47	22.47
				TOTAL PAYMENT AMOUNT			174.98	174.98
019222/00	SIERRA PEDIATRICS 8485 BARTON ROAD GRANITE BAY, CA 95746		942869623					
914 PO-000763	10/16/2009	CABACCANG		1 01-6500-0-5800-102-5750-1180-003-000	NY P		750.00	750.00
				TOTAL PAYMENT AMOUNT			750.00	750.00
020462/00	STAPLES ADVANTAGE P.O. BOX 71217 CHICAGO, IL 60694-1217		841248716					
1066 PO-000899	10/16/2009	97792252		1 01-0000-0-4300-371-1110-1000-012-000	NN F		38.37	38.19
				TOTAL PAYMENT AMOUNT			38.19	38.19
020252/00	STAPLES BUSINESS ADVANTAGE DEPT LA 1368 PO BOX 83689 CHICAGO, IL 60696-3689							
452 PO-000360	10/16/2009	3122645898		1 01-6500-0-4300-102-5770-1110-003-004	NN P		132.00	132.00
452 PO-000360	10/16/2009	3122645902		1 01-6500-0-4300-102-5770-1110-003-004	NN F		12.39	10.54
				TOTAL PAYMENT AMOUNT			142.54	142.54

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			
021813/00	SUREWEST P.O. BOX 30697 LOS ANGELES, CA 90030-0697							
351 PO-000289	10/16/2009 OCT			1	01-0000-0-5902-115-0000-7700-007-000 NN P		1,346.30	1,346.30
TOTAL PAYMENT AMOUNT							1,346.30 *	1,346.30
022253/00	THERAPEUTIC PATHWAYS 1115 14TH STREET MODESTO, CA 95324							
572 PO-000480	10/16/2009 4803B			1	01-6500-0-5800-102-5750-1180-003-000 NN P		4,088.75	4,088.75
TOTAL PAYMENT AMOUNT							4,088.75 *	4,088.75
014863/00	UHS SCHOOLS P.O. BOX 79180 CITY OF INDUSTRY, CA 91716-91							
565 PO-000468	10/16/2009 SEPT			1	01-6500-0-5800-102-5750-1180-003-000 NN P		6,838.30	6,838.30
TOTAL PAYMENT AMOUNT							6,838.30 *	6,838.30
021217/00	UNITED REFRIGERATION INC P.O. BOX 678458 DALLAS, TX 75267-8458							
57 PO-000070	10/16/2009 24992116-00			1	01-8150-0-4300-106-0000-8110-007-000 NN P		18.43	18.43
TOTAL PAYMENT AMOUNT							18.43 *	18.43
019326/00	VIDEO COMMUNICATIONS PO BOX 1048 CAMERON PARK, CA 956821048		680415592					
1250 PO-001051	10/16/2009 147716			1	01-7230-0-4300-112-0000-3600-007-000 NY F		1,381.62	1,381.62
TOTAL PAYMENT AMOUNT							1,381.62 *	1,381.62

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description		FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			
014839/00	VIRGINIA CARNEJO BARRON						
1215 PO-001021	10/16/2009 SEPT		1 01-6500-0-5800-102-5770-3600-003-000 NN P		209.00	209.00	
1215 PO-001021	10/16/2009 AUG		1 01-6500-0-5800-102-5770-3600-003-000 NN P		114.95	114.95	
		TOTAL PAYMENT AMOUNT		323.95 *		323.95	
022535/00	VSP						
	3333 QUALITY DRIVE						
	ATT:FINANCE-KEITH HOSHIKO						
	RANCHO CORDOVA, CA 95670						
1216 PO-001022	10/16/2009 100		1 01-0052-0-5800-103-0000-2700-003-000 NN F		2,100.00	2,100.00	
		TOTAL PAYMENT AMOUNT		2,100.00 *		2,100.00	
022414/00	WHITNEY HIGH SCHOOL						
	701 WILDCAT BLVD.						
	ROCKLIN, CA 95765						
1246 PO-001047	10/16/2009 12/28-30BB TOURN		1 01-0000-0-5800-472-1801-1000-014-000 NN F		750.00	750.00	
		TOTAL PAYMENT AMOUNT		750.00 *		750.00	
022348/00	WILSON, SHERRY						
100 PO-000090	10/16/2009 009-36		1 01-7230-0-5800-112-0000-3600-007-000 NN P		8.01	8.01	
		TOTAL PAYMENT AMOUNT		8.01 *		8.01	
010649/00	WOODLAND TRACTOR						
	P.O. BOX 65						
	WOODLAND, CA 95695						
1217 PO-001023	10/16/2009 P9679		1 01-0000-0-4300-106-0000-8110-007-000 NN P		889.46	889.46	
		TOTAL PAYMENT AMOUNT		889.46 *		889.46	



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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
017101/00	XO SPORTS						
	2400 WESTWOOD AVENUE						
	RICHMOND, VA 23230						
676 PO-000569	10/16/2009	X60280-06	1 01-0000-0-4300-472-1801-1000-014-000	NN P		30.00	30.00
676 PO-000569	10/16/2009	X60303-00	1 01-0000-0-4300-472-1801-1000-014-000	NN P		395.64	395.64
676 PO-000569	10/16/2009	X60280-05	1 01-0000-0-4300-472-1801-1000-014-000	NN P		209.58	209.58
TOTAL PAYMENT AMOUNT			635.22 *				635.22
TOTAL FUND PAYMENT			143,470.53 **				143,470.53
TOTAL USE TAX AMOUNT			91.88				

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description					
014067/00		ACCREDITING COMMISSION FOR SCHOOLS, WASC 533 AIRPORT BLVD., SUITE 200 BURLINGAME, CA 94010					
1150 PO-000968	10/16/2009	7621					
			1 09-0700-0-4300-503-1110-1000-018-000 NN F			27.19	27.19
		TOTAL PAYMENT AMOUNT		27.19 *			27.19
022368/00		ALLGOOD EDUCATION CORP 13645 A TUOLUMNE RD. SONORA, CA 95370					
645 PO-000554	10/16/2009	SEPT					
			1 09-1100-0-5800-501-1110-1000-016-000 NN P			210.00	210.00
		TOTAL PAYMENT AMOUNT		210.00 *			210.00
022354/00		ROBERTSON & ASSOCIATES 55 FIRST STREET BOX G LAKEPORT, CA 95453					
808 PO-000672	10/16/2009	44361					
			1 09-0000-0-5800-501-0000-2700-016-000 NN P			2,500.00	2,500.00
		TOTAL PAYMENT AMOUNT		2,500.00 *			2,500.00
		TOTAL FUND PAYMENT		2,737.19 **			2,737.19

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Reg Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP	Liq Amt	Net Amount		
022128/00	LOVE AND LOGIC INSTITUTE INC						
	2207 JACKSON STREET						
	STE. 102						
	GOLDEN, CO 80401-2300						
1077 PO-000937	10/16/2009	INV357497	1 11-0030-0-4300-601-4130-1000-017-000 YN F	160.88	146.50		
			TOTAL PAYMENT AMOUNT	146.50 *	146.50		
			TOTAL USE TAX AMOUNT	12.82			
			TOTAL FUND PAYMENT	146.50 **	146.50		
			TOTAL USE TAX AMOUNT	12.82			

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP	Liq Amt	Net Amount		
020098/00	BIG TRAY	830503020					
	1200 7TH STREET						
	SAN FRANCISCO, CA 94107						
1169 PO-001009	10/16/2009	509884	1 13-5310-0-4400-108-0000-3700-007-000 NN F	637.31	637.31		
1169 PO-001009	10/16/2009	509884	2 13-5315-0-4400-108-0000-3700-007-000 NN F	6,078.00	6,078.00		
			TOTAL PAYMENT AMOUNT	6,715.31 *	6,715.31		
011255/00	EARTHGRAINS						
	PO BOX 100697						
	PASADENA, CA 91189-1006						
126 PO-000106	10/16/2009	91799483	1 13-5310-0-4700-108-0000-3700-007-000 NN P	1,601.66	1,601.66		
			TOTAL PAYMENT AMOUNT	1,601.66 *	1,601.66		
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
	P.O. BOX 11210						
	SANTA ANA, CA 92711						
516 PO-000434	10/16/2009	SEPT	1 13-5310-0-5800-108-0000-3700-007-000 NN P	485.89	485.89		
			TOTAL PAYMENT AMOUNT	485.89 *	485.89		
			TOTAL FUND	PAYMENT	8,802.86 **		8,802.86

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP								
015797/00	ACE SUPPLY HARDWARE NORTH 7115 WATT AVENUE, SUITE 100 NORTH HIGHLANDS, CA 95660							
1202 PO-001007	10/16/2009	78179		1	21-0000-0-4300-472-9630-8500-007-000	NN P	26.55	26.55
				TOTAL PAYMENT AMOUNT			26.55 *	26.55
020098/00	BIG TRAY 1200 7TH STREET SAN FRANCISCO, CA 94107		830503020					
1196 PO-001001	10/16/2009	510187		1	21-0000-0-4300-472-9630-8500-007-000	NN F	153.82	153.82
				TOTAL PAYMENT AMOUNT			153.82 *	153.82
013991/00	BORG FENCE & DECKS INC 6837 MCCOMBER STREET SACRAMENTO, CA 95828		201343278					
1131 PO-000952	10/16/2009	7972		1	21-0000-0-6170-472-9630-8500-007-000	NN F	5,140.80	5,140.80
				TOTAL PAYMENT AMOUNT			5,140.80 *	5,140.80
015699/00	CLARK SECURITY PRODUCTS P.O. BOX 31001-1195 PASADENA, CA 91110-1195							
1211 PO-001017	10/16/2009	SA96864401		1	21-0000-0-4300-472-9630-8500-007-000	NN F	167.56	167.56
				TOTAL PAYMENT AMOUNT			167.56 *	167.56
017002/00	HOME DEPOT ACCOUNTS RECEIVABLE P.O. BOX 6031 THE LAKES, NV 88901-6031							
1163 PO-000977	10/24/2009	6035322532354507		1	21-0000-0-6105-472-9630-8500-007-000	NN P	61.98	61.98
				TOTAL PAYMENT AMOUNT			61.98 *	61.98

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			Liq Amt	Net Amount
010426/00	PAULS SAFE & LOCK	680260753					
	199 CIRBY WAY SUITE 15						
	ROSEVILLE, CA 95678						
1197 PO-001002	10/16/2009	09845,09846	1 21-0000-0-4300-472-9630-8500-007-000 NY P			85.79	85.79
			TOTAL PAYMENT AMOUNT	85.79 *			85.79
020984/00	SAME DAY SIGNS	680453208					
	7637 FAIR OAKS BLVD						
	CARMICHAEL, CA 95608						
1208 PO-001014	10/24/2009	31544	1 21-0000-0-4300-472-9630-8500-007-000 NN F			293.63	293.63
			TOTAL PAYMENT AMOUNT	293.63 *			293.63
			TOTAL FUND PAYMENT	5,930.13 **			5,930.13
			TOTAL BATCH PAYMENT	161,087.21 ***	0.00		161,087.21
			TOTAL USE TAX AMOUNT	104.70			

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
017313/00		XEROX CORPORATION P.O. BOX 7405 PASADENA, CA 91109-7405					
267 PO-000222	10/16/2009	CLOSE	1 01-0000-0-9320-000-0000-0000-000-000 NN C			5,516.24	0.00
			TOTAL PAYMENT AMOUNT			0.00 *	0.00
			TOTAL FUND PAYMENT			0.00 **	0.00

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description					Liq Amt	Net Amount
019330/00	PEPSI COLA							
	P.O. BOX 841828							
	DALLAS, TX 75284-1828							
1162 PO-000976	10/16/2009	CLOSE						
			1	21-0000-0-4300-472-9630-8500-007-000	NN C		802.20	0.00
		TOTAL PAYMENT AMOUNT			0.00 *			0.00
		TOTAL FUND	PAYMENT		0.00 **			0.00
		TOTAL BATCH PAYMENT			0.00 ***	0.00		0.00
		TOTAL DISTRICT PAYMENT			161,087.21 ****	0.00		161,087.21
		TOTAL USE TAX AMOUNT			104.70			
		TOTAL FOR ALL DISTRICTS:			161,087.21 ****	0.00		161,087.21
		TOTAL USE TAX AMOUNT			104.70			

Number of warrants to be printed: 85, not counting voids due to stub overflows.



Batch status: A All

From batch: 0026

To batch: 0026

Include Revolving Cash: Y

Include Address: Y

[REDACTED]

[REDACTED]

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP	Liq Amt	Net Amount		
011802/00	A-Z BUS SALES INC. DEPT 1135 LOS ANGELES, CA 90084-1135						
102 PO-000092	10/23/2009	DI61885	1 01-7230-0-4300-112-0000-3600-007-000 NN P	183.57	183.57		
			TOTAL PAYMENT AMOUNT	183.57 *	183.57		
015830/00	ANN MARTIN BOWLER [REDACTED] [REDACTED]	545700293					
1307 PO-001103	10/23/2009	AUTHOR DAY	1 01-0054-0-5200-236-1110-1000-009-000 NY F	350.00	350.00		
			TOTAL PAYMENT AMOUNT	350.00 *	350.00		
015253/00	APPLIED BEHAVIOR CONSULTANTS 4540 HARLIN DRIVE SACRAMENTO, CA 95826						
721 PO-000605	10/23/2009	24769	1 01-6500-0-5800-102-5750-1180-003-000 NN P	3,088.73	3,088.73		
			TOTAL PAYMENT AMOUNT	3,088.73 *	3,088.73		
018533/00	ATKINSON ANDELSON LOYA RUUD & ROMO 12800 CENTER COURT DRIVE SUITE 300 CERRITOS, CA 90703	953378600					
814 PO-000675	10/23/2009	343074	1 01-0000-0-5804-105-0000-7200-005-000 NE P	20,336.63	20,336.63		
			TOTAL PAYMENT AMOUNT	20,336.63 *	20,336.63		
021235/00	BECKER, LEE ANN [REDACTED] [REDACTED]						
477 PO-000393	10/23/2009	SEPT	1 01-0000-0-5210-102-0000-3140-003-000 NN F	82.30	100.55		
			TOTAL PAYMENT AMOUNT	100.55 *	100.55		

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
019075/00		BRIGHT FUTURES THERAPY 303 JUMEL COURT EL DORADO HILLS, CA 95762					
604 PO-000531	10/23/2009	1867	1 01-6500-0-5800-102-5750-1180-003-000 NN P			8,960.00	8,960.00
TOTAL PAYMENT AMOUNT				8,960.00 *			8,960.00
022282/00		████████████████████ 2222 WATT AVENUE, SUITE B5 SACRAMENTO, CA 95825					
566 PO-000469	10/23/2009	CSEN9.30.09	1 01-6500-0-5800-102-5750-1180-003-000 NN P			130.00	130.00
TOTAL PAYMENT AMOUNT				130.00 *			130.00
018173/00		BURGER PHYSICAL THERAPY SERV. PO BOX 1100 FOLSOM, CA 95763					
660 PO-000561	10/23/2009	STONE	1 01-6500-0-5800-102-5750-1180-003-000 NN P			200.00	200.00
660 PO-000561	10/23/2009	STADNYTSKA	1 01-6500-0-5800-102-5750-1180-003-000 NN P			700.00	700.00
TOTAL PAYMENT AMOUNT				900.00 *			900.00
011564/00		CALDWELL FLORES WINTERS INC. ATTN: MIKE WINTERS 2033B SAN ELIJO AVE. #231 CARDIFF, CA 92007					
PO-901032	10/23/2009	CUSD909	1 01-0000-0-5800-106-0000-8500-007-000 NN P			303.82	303.82
TOTAL PAYMENT AMOUNT				303.82 *			303.82
020540/00		CALIFORNIA AMERICAN WATER CO P.O. BOX 7150 PASADENA, CA 91109-7150					
160 PO-000121	10/23/2009	5-0054874-8	1 01-0000-0-5540-106-0000-8110-007-000 NN P			207.63	207.63
160 PO-000121	10/23/2009	5-0052956-5	1 01-0000-0-5540-106-0000-8110-007-000 NN P			3,687.90	3,687.90
160 PO-000121	10/23/2009	5-0054876-3	1 01-0000-0-5540-106-0000-8110-007-000 NN P			88.51	88.51
160 PO-000121	10/23/2009	5-0052955-7	1 01-0000-0-5540-106-0000-8110-007-000 NN P			6,047.77	6,047.77
160 PO-000121	10/23/2009	5-0062336-8	1 01-0000-0-5540-106-0000-8110-007-000 NN P			2,323.86	2,323.86
160 PO-000121	10/23/2009	5-0401542-1	1 01-0000-0-5540-106-0000-8110-007-000 NN P			1,165.45	1,165.45
160 PO-000121	10/23/2009	5-0401546-2	1 01-0000-0-5540-106-0000-8110-007-000 NN P			207.63	207.63
160 PO-000121	10/23/2009	5-0401551-2	1 01-0000-0-5540-106-0000-8110-007-000 NN P			2,872.98	2,872.98
160 PO-000121	10/23/2009	5-0482625-6	1 01-0000-0-5540-106-0000-8110-007-000 NN P			6,273.14	6,273.14

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Vendor/Addr Remit name Tax ID num Deposit type ABA num Account num Description Date Reg Reference

020540 (CONTINUED)

160 PO-000121	10/23/2009	5-0509237-9	160 PO-000121	10/23/2009	5-0509237-9
160 PO-000121	10/23/2009	5-0052643-9	160 PO-000121	10/23/2009	5-0052643-9
160 PO-000121	10/23/2009	5-0482624-9	160 PO-000121	10/23/2009	5-0482624-9
160 PO-000121	10/23/2009	5-0053100-9	160 PO-000121	10/23/2009	5-0053100-9
160 PO-000121	10/23/2009	5-0053101-7	160 PO-000121	10/23/2009	5-0053101-7
160 PO-000121	10/23/2009	5-0054873-0	160 PO-000121	10/23/2009	5-0054873-0
160 PO-000121	10/23/2009	5-0054875-5	160 PO-000121	10/23/2009	5-0054875-5
101-0000-0-5540-106-0000-8110-007-000	NN P	257.83	101-0000-0-5540-106-0000-8110-007-000	NN P	257.83
101-0000-0-5540-106-0000-8110-007-000	NN P	5,116.46	101-0000-0-5540-106-0000-8110-007-000	NN P	5,116.46
101-0000-0-5540-106-0000-8110-007-000	NN P	917.07	101-0000-0-5540-106-0000-8110-007-000	NN P	917.07
101-0000-0-5540-106-0000-8110-007-000	NN P	7,675.51	101-0000-0-5540-106-0000-8110-007-000	NN P	7,675.51
101-0000-0-5540-106-0000-8110-007-000	NN P	2,468.20	101-0000-0-5540-106-0000-8110-007-000	NN P	2,468.20
101-0000-0-5540-106-0000-8110-007-000	NN P	207.63	101-0000-0-5540-106-0000-8110-007-000	NN P	207.63
101-0000-0-5540-106-0000-8110-007-000	NN P	207.63	101-0000-0-5540-106-0000-8110-007-000	NN P	207.63
101-0000-0-5540-106-0000-8110-007-000	NN P	39,725.20	101-0000-0-5540-106-0000-8110-007-000	NN P	39,725.20
TOTAL PAYMENT AMOUNT			TOTAL PAYMENT AMOUNT		

010340/00 CALIFORNIA STATE DEPARTMENT OF JUSTICE ACCOUNTING OFFICE/ CASHIERING PO BOX 944255 SACRAMENTO, CA 94244-2550

1224 PO-001036 10/23/2009 756892  
1 01-0000-0-5800-110-0000-7200-004-000 NN P 711.00  
TOTAL PAYMENT AMOUNT 711.00

021036/00 CCHAT CENTER SACRAMENTO 9350 KIEFER BLVD SACRAMENTO, CA 95826

930 PO-000771 10/23/2009 CENTER0930  
1 01-6500-0-5800-102-5750-1180-003-000 NN P 2,744.70  
TOTAL PAYMENT AMOUNT 2,744.70

020305/00 CDM GOVERNMENT INC. 75 REMITTANCE DRIVE SUITE 1515 CHICAGO, IL 60675-1515

1234 PO-001033 10/23/2009 QNP2645  
1 01-5635-0-5800-601-1220-1000-017-000 NN F 242.73  
TOTAL PAYMENT AMOUNT 223.20

014202/00 CHAVEZ, GLORIA

1199 PO-001004 10/23/2009 SEPT  
1 01-6500-0-5800-102-5770-3600-003-000 NN P 219.45  
TOTAL PAYMENT AMOUNT 219.45

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description		FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			
016320/00	COLLIER, ALYSON						
1252 PO-001072	10/23/2009	REIMB		1 01-5635-0-4300-601-1220-1000-017-000	NN F	208.76	208.76
				TOTAL PAYMENT AMOUNT		208.76 *	208.76
010169/00	CONSTRUCTIVE PLAYTHINGS						
	13201 ARRINGTON ROAD						
	GRANDVIEW, MO 640302886						
611 PO-000512	10/23/2009	5105672402		1 01-6500-0-4300-102-5770-1110-003-009	NN P	16.30	16.30
611 PO-000512	10/23/2009	5105672403		1 01-6500-0-4300-102-5770-1110-003-009	NN P	18.47	18.47
611 PO-000512	10/23/2009	5105672401		1 01-6500-0-4300-102-5770-1110-003-009	NN F	469.67	469.60
				TOTAL PAYMENT AMOUNT		504.37 *	504.37
014041/00	CORPORATE EXPRESS IMAGING						
	P.O. BOX 95230						
	CHICAGO, IL 60694						
953 PO-000793	10/23/2009	HG7062		1 01-0000-0-4300-102-0000-7200-003-000	NN F	19.36	19.27
				TOTAL PAYMENT AMOUNT		19.27 *	19.27
017195/00	CREPPS, TERRI						
1111 PO-001071	10/23/2009	REIMB		1 01-6500-0-5712-102-5750-1110-003-011	NN F	80.00	80.00
				TOTAL PAYMENT AMOUNT		80.00 *	80.00
010481/00	DEMCO INC	391311089					
	P.O. BOX 8048						
	MADISON, WI 53708-8048						
1065 PO-000895	10/23/2009	3677892		1 01-0000-0-4200-472-0000-2420-014-000	NN F	47.02	47.02
				TOTAL PAYMENT AMOUNT		47.02 *	47.02

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			Liq Amt	Net Amount
011613/00	DITTO PRINT & COPY						
	4708 ROSEVILLE RD., SUITE 104						
	NORTH HIGHLANDS, CA 95660						
1318 PO-001114	10/23/2009 4162		1 01-8150-0-4300-106-0000-8110-007-000 NN F			106.58	106.58
		TOTAL PAYMENT AMOUNT		106.58 *			106.58
019262/00	ENTERPRISE RENT A CAR						
	ATTN: ACCOUNTS RECEIVABLE						
	199 N SUNRISE AVE, DEPT C						
	ROSEVILLE, CA 95661-2900						
1332 PO-001124	10/23/2009 D840538		1 01-0000-0-5810-472-1110-4000-014-915 NN P			91.34	91.34
1332 PO-001124	10/23/2009 D840579		1 01-0000-0-5810-472-1110-4000-014-915 NN P			91.34	91.34
1332 PO-001124	10/23/2009 D840625		1 01-0000-0-5810-472-1110-4000-014-915 NN P			91.34	91.34
		TOTAL PAYMENT AMOUNT		274.02 *			274.02
017717/00	EXCELSIOR HIGH SCHOOL						
	[REDACTED] TE 425						
	CARMICHAEL, CA 95608						
592 PO-000492	10/23/2009 96-309CJUSD REBILL		1 01-6500-0-5800-102-5750-1180-003-000 NN P			2,963.80	2,963.80
592 PO-000492	10/23/2009 96-909CJUSD		1 01-6500-0-5800-102-5750-1180-003-000 NN P			4,001.13	4,001.13
		TOTAL PAYMENT AMOUNT		6,964.93 *			6,964.93
017724/00	FOOTHILL HIGH SCHOOL						
	5000 MCCLLOUD DRIVE						
	SACRAMENTO, CA 95842						
1308 PO-001105	10/23/2009 REG FEE WRESTLING		1 01-0000-0-5800-472-1801-1000-014-000 NN F			510.00	510.00
		TOTAL PAYMENT AMOUNT		510.00 *			510.00
021869/00	FRANKLIN HIGH SCHOOL						
	ATT: ELISEO LOPEZ						
	6400 WHITELOCK PKWY						
	ELK GROVE, CA 95757						
PV-081027	10/21/2009 REISSUE -TOURNAMENT FEE		01-0000-0-5800-472-1801-1000-014-000 NN			300.00	300.00
		TOTAL PAYMENT AMOUNT		300.00 *			300.00

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description		FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			
022347/00		GIVE SOMETHING BACK P.O. BOX 89-4135 LOS ANGELES, CA 90189-4135					
1103 PO-000922	10/23/2009	1613831-0	1	01-0000-0-4300-472-1275-1000-014-000	NN F	214.03	214.03
1116 PO-000930	10/23/2009	1613841-0	1	01-0000-0-4300-472-1224-1000-014-000	NN F	359.96	359.97
1168 PO-000982	10/23/2009	1615965-0	2	01-6500-0-4300-102-5770-1120-003-026	NN F	29.37	29.37
1168 PO-000982	10/23/2009	1615965-0	1	01-6500-0-4300-102-5770-1120-003-027	NN F	29.33	29.33
1272 PO-001069	10/23/2009	1620565-0	1	01-0000-0-4300-475-3200-1000-015-000	NN F	178.31	178.31
1273 PO-001070	10/23/2009	1620571-0	1	01-0000-0-4300-475-3200-2700-015-000	NN F	154.40	144.62
TOTAL PAYMENT AMOUNT						955.63 *	955.63
018404/00		GRANITE BAY HIGH SCHOOL WRESTLING CLUB #1 GRIZZLY WAY ROSEVILLE, CA 95746					
1309 PO-001106	10/23/2009	REG FEE WRESTLING	1	01-0000-0-5800-472-1801-1000-014-000	NN F	200.00	200.00
TOTAL PAYMENT AMOUNT						200.00 *	200.00
010992/00		 3491 MISSION OAKS BLVD. ACCNT:CNTR958 CAMARILLO, CA 93011					
35 PO-000053	10/23/2009	01-531926	1	01-8150-0-4300-106-0000-8110-007-000	NN P	113.37	113.37
35 PO-000053	10/23/2009	01-531639	1	01-8150-0-4300-106-0000-8110-007-000	NN P	40.17	40.17
TOTAL PAYMENT AMOUNT						153.54 *	153.54
014431/00		HEAR SAY SPEECH AND LANGUAGE SERVICES 96 TALMONT CIRCLE ROSEVILLE, CA 95678					
722 PO-000606	10/23/2009	09-11158	1	01-6500-0-5800-102-5750-1180-003-000	NN P	340.00	340.00
TOTAL PAYMENT AMOUNT						340.00 *	340.00

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP	T9MP	Liq Amt	Net Amount	
011219/00		HILLYARD INC. 826 PROFESSOR LANE SUITE 150 SACRAMENTO, CA 95834					
1132 PO-000953	10/23/2009	6050951	1 01-0000-0-4300-111-0000-8200-007-000	NN F	2,176.34	2,176.34	
			TOTAL PAYMENT AMOUNT	2,176.34 *		2,176.34	
010421/00		HOLT MCDUGAL CUSTOMER SERVICE 1900 SOUTH BATAVIA AVENUE GENEVA, IL 60134					
PO-902781	10/23/2009	944196046	1 01-7156-0-4100-103-1110-1000-003-000	NN F	16,566.57	16,190.17	
			TOTAL PAYMENT AMOUNT	16,190.17 *		16,190.17	
021775/00		HOME DEPOT SUPPLY P.O. BOX 509058 SAN DIEGO, CA 92150-9058					
34 PO-000052	10/23/2009	81198184	1 01-8150-0-4300-106-0000-8110-007-000	NN P	97.82	97.82	
			TOTAL PAYMENT AMOUNT	97.82 *		97.82	
017603/00		HUNT, CAROL [REDACTED]					
1302 PO-001095	10/23/2009	MILEAGE	1 01-0000-0-5210-120-0000-7110-001-000	NN F	14.00	14.00	
			TOTAL PAYMENT AMOUNT	14.00 *		14.00	
018990/00		INTERSTATE BATTERY SYSTEM OF SACRAMENTO INC. 2081 D RENE AVENUE SACRAMENTO, CA 95838					
107 PO-000094	10/23/2009	10050915	1 01-7230-0-4300-112-0000-3600-007-000	NN F	186.42	186.42	
107 PO-000094	10/23/2009	10050915	2 01-7230-0-4300-112-0000-3600-007-000	NN P	273.32	273.32	
			TOTAL PAYMENT AMOUNT	459.74 *		459.74	



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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
020306/00	JW PEPPER AND SON INC P.O. BOX 850 VALLEY FORGE, PA 19482-0850						
1067 PO-000900	10/23/2009	13317216	1 01-0000-0-4200-371-1110-1000-012-000 NN P			52.77	52.77
1067 PO-000900	10/23/2009	13316473	1 01-0000-0-4200-371-1110-1000-012-000 NN P			52.77	52.77
1067 PO-000900	10/23/2009	13314231	1 01-0000-0-4200-371-1110-1000-012-000 NN F			242.20	247.23
TOTAL PAYMENT AMOUNT			352.77 *				352.77
019280/00	KENNEDY, SOPHIA [REDACTED]						
1270 PO-001104	10/23/2009	REIMB	1 01-0000-0-5210-110-0000-7200-004-000 NN F			20.74	20.74
TOTAL PAYMENT AMOUNT			20.74 *				20.74
017726/00	LOS ANGELES FREIGHTLINER P.O. BOX 60816 LOS ANGELES, CA 90060-0816						
103 PO-000000	10/23/2009	13314231	1 01-7230-0-4300-112-0000-3600-007-000 NN P			121.33	121.33
TOTAL PAYMENT AMOUNT			121.33 *				121.33
022230/00	MANAGED HEALTH NETWORK P.O. BOX 60000 FILE #72980 SAN FRANCISCO, CA 94160-2980 [REDACTED]	953817988					
5 PO-000012	10/23/2009	5200010757	1 01-0000-0-3401-100-1110-1000-000-000 NN P			1,173.15	1,173.15
TOTAL PAYMENT AMOUNT			1,173.15 *				1,173.15
018021/00	MARY JANE MERCER SLP [REDACTED]	510361156					
712 PO-000602	10/23/2009	AUGUST	1 01-6500-0-5800-102-5750-1180-003-000 NY P			50.00	50.00
TOTAL PAYMENT AMOUNT			50.00 *				50.00

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			Liq Amt	Net Amount
021926/00	MATRE, KAREN						
1290 PO-001098	10/23/2009	REIMB	1 01-0000-0-4300-472-0000-2700-014-000 NN F			108.71	108.71
			TOTAL PAYMENT AMOUNT	108.71 *			108.71
022406/00	MAXIM HEALTHCARE SERVICES INC	521590951					
	12558 COLLECTIONS CENTER DR.						
	CHICAGO, IL 60693						
505 PO-000424	10/23/2009	REIMB	1 01-0000-0-5800-102-0000-3140-003-000 NN P			1,860.00	1,860.00
			TOTAL PAYMENT AMOUNT	1,860.00 *			1,860.00
015147/00	MCLEOD, SHARLENE						
1251 PO-001059	10/23/2009	REIMB	1 01-0000-0-4300-475-3200-2700-015-000 NN F			41.65	41.65
			TOTAL PAYMENT AMOUNT	41.65 *			41.65
015747/00	MILES, PRESTINNA						
1316 PO-001112	10/23/2009	REIMB	1 01-0000-0-5210-110-0000-7200-004-000 NN F			46.20	46.20
			TOTAL PAYMENT AMOUNT	46.20 *			46.20
022511/00	MOTEN-NAIR, PEGGY	548923203					
	4033 SENATE AVENUE						
	NORTH HIGHLANDS, CA 95660						
767 PO-000729	10/23/2009	REIMB	1 01-6500-0-5800-102-5750-1130-003-000 NY P			510.00	510.00
767 PO-000729	10/23/2009	REIMB	1 01-6500-0-5800-102-5750-1130-003-000 NY P			163.55	163.55
767 PO-000729	10/23/2009	REIMB	1 01-6500-0-5800-102-5750-1130-003-000 NY P			303.74	303.74
			TOTAL PAYMENT AMOUNT	977.29 *			977.29

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
015957/00	MYERS, HOLLAND						
1284 PO-001096	10/26/2009	REIMB	1 01-3550-0-4300-472-1110-1000-014-000 NN F	353.27	353.27		
			TOTAL PAYMENT AMOUNT	353.27 *		353.27	
019782/00	NATIONAL PEN CORPORATION						
857 PO-000731	10/23/2009	105319811	1 01-6300-0-5800-236-1110-1000-009-000 NN F	174.50	183.44		
			TOTAL PAYMENT AMOUNT	183.44 *		183.44	
011376/00	NATOMAS BOOSTERS						
ATTN: DON MARTINEZ- COACH							
3301 FONG RANCH ROAD							
SACRAMENTO, CA 95834							
1319 PO-001115	10/23/2009	REG FEE WRESTLING	1 01-0000-0-5800-472-1801-1000-014-000 NN F	75.00	75.00		
			TOTAL PAYMENT AMOUNT	75.00 *		75.00	
010932/00	NEWPORT BEACH DEPARTMENT						
1205 PO-001011	10/23/2009	s-31422	1 01-0052-0-4300-103-1110-1000-003-000 NN F	289.16	275.33		
			TOTAL PAYMENT AMOUNT	275.33 *		275.33	
022163/00	ODYSSEY						
7150 SANTA JUANITA AVE.							
ORANGEVALE, CA 95662							
661 PO-000562	10/23/2009	8001800	1 01-6500-0-5800-102-5750-1180-003-000 NN P	4,204.00	4,204.00		
			TOTAL PAYMENT AMOUNT	4,204.00 *		4,204.00	

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Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
017576/00	OFFICE DEPOT/BUS.SERVICES DIV						
	P.O. BOX 70025						
	LOS ANGELES, CA 90074-0025						
697 PO-000582	10/23/2009	485442326009	1 01-6500-0-4300-102-5770-1190-003-032 NN P			9.67	9.67
697 PO-000582	10/23/2009	485442326001	1 01-6500-0-4300-102-5770-1190-003-032 NN F			204.00	200.22
1201 PO-001006	10/23/2009	492155191001	1 01-6500-0-4300-102-5770-1110-003-014 NN F			82.73	82.33
1237 PO-001034	10/23/2009	492385198001	1 01-0000-0-4300-238-1110-1000-010-000 NN F			143.05	143.05
			TOTAL PAYMENT AMOUNT	435.27 *			435.27
016989/00	ON COURSE INC.						
	23382 LA COSTA COURT						
	AUBURN, CA 95602						
1300 PO-001094	10/23/2009	CHALLENGE COURSE	1 01-7220-0-5800-472-1110-1000-014-000 NN F			2,115.00	2,115.00
			TOTAL PAYMENT AMOUNT	2,115.00 *			2,115.00
014358/00	OPFER, JULIE						
	[REDACTED]						
	[REDACTED]						
1301 PO-001099	10/23/2009	REIMB	1 01-3010-0-5200-240-1110-1000-011-000 NN F			59.00	59.00
			TOTAL PAYMENT AMOUNT	59.00 *			59.00
010426/00	PAULS SAFE & LOCK	680260753					
	199 CIRBY WAY SUITE 15						
	ROSEVILLE, CA 95678						
45 PO-000061	10/23/2009	09947	1 01-8150-0-4300-106-0000-8110-007-000 NY P			7.31	7.31
45 PO-000061	10/23/2009	09846,09845	1 01-8150-0-4300-106-0000-8110-007-000 NY P			85.79	85.79
			TOTAL PAYMENT AMOUNT	93.10 *			93.10
018872/00	PEREZ, ANA						
	[REDACTED]						
	[REDACTED]						
1336 PO-001128	10/23/2009	REIMB	1 01-0000-0-5200-472-0000-2700-014-000 NN F			65.00	65.00
			TOTAL PAYMENT AMOUNT	65.00 *			65.00
	[REDACTED]						

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description		FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP		Liq Amt	Net Amount
016692/00		PERFORMANCE CHEVROLET 4811 MADISON AVE. P.O. BOX 41469 SACRAMENTO, CA 95841					
108 PO-000095	10/23/2009	473907		1 01-7230-0-4300-112-0000-3600-007-000 NN P		31.45	31.45
				TOTAL PAYMENT AMOUNT	31.45 *		31.45
021157/00		PHYSICAL THERAPY CLINICS INC 10390 COLOMA ROAD, SUITE 7 RANCHO CORDOVA, CA 95670					
4 PO-000011	10/23/2009	30903		1 01-0000-0-5800-100-1110-1000-005-955 NN P		2,200.00	2,200.00
				TOTAL PAYMENT AMOUNT	2,200.00 *		2,200.00
019700/00		PITNEY BOWES INC PO BOX 856179 LOUISVILLE, KY 40285-6179					
424 PO-000349	10/23/2009	2906528-OT09		1 01-0000-0-7439-106-0000-9100-007-000 NN P		1,530.00	1,530.00
				TOTAL PAYMENT AMOUNT	1,530.00 *		1,530.00
014069/00		PLATT ELECTRIC SUPPLY 4201 S. MARKET COURT SACRAMENTO, CA 95834					
46 PO-000062	10/23/2009	6769967		1 01-8150-0-4300-106-0000-8110-007-000 NN P		39.43	39.43
46 PO-000062	10/23/2009	6765783		1 01-8150-0-4300-106-0000-8110-007-000 NN P		136.59	136.59
46 PO-000062	10/23/2009	6774863		1 01-8150-0-4300-106-0000-8110-007-000 NN P		20.61	20.61
46 PO-000062	10/23/2009	6739536		1 01-8150-0-4300-106-0000-8110-007-000 NN P		20.12	20.12
46 PO-000062	10/23/2009	6749184		1 01-8150-0-4300-106-0000-8110-007-000 NN P		141.93	141.93
				TOTAL PAYMENT AMOUNT	358.68 *		358.68
021401/00		PRACTI-CAL INC P.O. BOX 981000 WEST SACRAMENTO, CA 95798-100	200704949				
1296 PO-001092	10/23/2009	13730,13813,14042		1 01-5640-0-5800-103-0000-3140-003-000 NN F		2,475.44	2,475.44
				TOTAL PAYMENT AMOUNT	2,475.44 *		2,475.44

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Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
014023/00	PRO-ED						
	P.O. BOX 678370						
	DALLAS, TX 75267-8370						
933 PO-000774	10/23/2009	1885477	1 01-5640-0-4300-601-9728-3120-017-000 YN F			548.73	517.00
			TOTAL PAYMENT AMOUNT		517.00 *		517.00
			TOTAL USE TAX AMOUNT		45.24		
020450/00	PRUFROCK PRESS	742833395					
	P.O. BOX 8813						
	WACO, TX 76714-8813						
1160 PO-001029	10/23/2009	277519	1 01-0036-0-4300-240-1110-1000-003-000 NN F			92.33	73.75
			TOTAL PAYMENT AMOUNT		73.75 *		73.75
014339/00	RED ROCK CANYON SCHOOL						
	747 EAST ST.GEORGE BOULEVARD						
	ST. GEORGE, UT 84770						
731 PO-000615	10/23/2009	209	1 01-6500-0-5800-102-5750-1180-003-000 NN P			2,625.00	2,625.00
			TOTAL PAYMENT AMOUNT		2,625.00 *		2,625.00
022520/00	RELIABLE MOBILE FLEET SERVICES						
	& REPAIR INC						
	P.O. BOX 238						
	ROCKLIN, CA 95677						
1329 PO-001118	10/23/2009	510197	1 01-7230-0-4300-112-0000-3600-007-000 NN P			54.46	54.46
			TOTAL PAYMENT AMOUNT		54.46 *		54.46
017657/00	RENAISSANCE LEARNING INC.	391559474					
	P.O. BOX 64910						
	ST PAUL, MN 55164-0910						
1257 PO-001053	10/23/2009	ESP3986370-0546T	1 01-3010-0-5612-236-1110-1000-009-000 NN F			249.00	249.00
			TOTAL PAYMENT AMOUNT		249.00 *		249.00

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Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
018568/00	RESOURCES FOR EDUCATORS A DIV OF ASPEN PUBLISHERS INC P.O. BOX 970 OXON HILL, MD 20750-0970						
1124 PO-000943	10/23/2009	1635212	1 01-0000-0-4300-371-0000-3110-012-000 NN F			235.99	217.00
			TOTAL PAYMENT AMOUNT	217.00 *			217.00
010627/00	RIVERVIEW INTERNATIONAL TRUCKS P.O. BOX 716 ACCOUNTS RECEIVABLE WEST SACRAMENTO, CA 95691						
109 PO-000096	10/23/2009	686646	1 01-7230-0-4300-112-0000-3600-007-000 NN F			313.67	313.67
			TOTAL PAYMENT AMOUNT	313.67 *			313.67
019951/00	ROBINSON, PAULA [REDACTED]						
1279 PO-000000	10/23/2009	REIMB	1 01-0000-0-4300-103-0000-7200-003-000 NN F			23.87	23.87
			TOTAL PAYMENT AMOUNT	23.87 *			23.87
016213/00	RODRIGUEZ HIGH SCHOOL WRESTLING ATTN:MICHAEL CLARKSTON 5000 RED TOP ROAD FAIRFIELD, CA 94534						
1320 PO-001116	10/23/2009	REG FEE-WRESTLING	1 01-0000-0-5800-472-1801-1000-014-000 NN F			325.00	325.00
			TOTAL PAYMENT AMOUNT	325.00 *			325.00
018346/00	ROOME, MARK [REDACTED]						
1289 PO-001097	10/23/2009	REIMB	1 01-3550-0-4400-472-1110-1000-014-000 NN F			521.99	521.99
			TOTAL PAYMENT AMOUNT	521.99 *			521.99

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Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP	T9MP	Liq Amt	Net Amount	
010008/00		SACRAMENTO COUNTY OFFICE OF ED COMMUNICATIONS P.O. BOX 269003 SACRAMENTO, CA 95826-9003					
681 PO-000573	10/23/2009	100694	2	01-0000-0-4300-101-0000-7150-002-000	NN F	32.00	32.00
681 PO-000573	12/03/2009	100694	3	01-0000-0-4300-120-0000-7110-001-000	NN F	128.00	128.00
681 PO-000573	10/23/2009	100694	1	01-0000-0-5200-110-0000-7200-004-000	NN F	640.00	640.00
TOTAL PAYMENT AMOUNT				800.00 *		800.00	
020981/00		SAVE MART SUPERMARKETS DEPT. 33486-01 P.O. BOX 39000 SAN FRANCISCO, CA 94139					
898 PO-000747	10/23/2009	2581014	1	01-0000-0-4300-601-9728-1006-017-000	NN P	9.36	9.36
903 PO-000750	10/23/2009	2294141	1	01-0000-0-4300-601-9728-1006-017-000	NN P	21.79	21.79
903 PO-000750	10/23/2009	2581011	1	01-0000-0-4300-601-9728-1006-017-000	NN P	13.77	13.77
1117 PO-000931	10/23/2009	2581007	1	01-0000-0-4300-103-0000-7200-003-000	NN P	119.92	119.92
TOTAL PAYMENT AMOUNT				164.84 *		164.84	
015962/00		SCHMIEDER, KRIS [REDACTED]					
1304 PO-00	10/23/2009	[REDACTED]	1	01-3010-0-5200-240-1110-1000-011-000	NN F	694.80	694.80
1304 PO-00	10/23/2009	[REDACTED]	2	01-3010-0-5210-240-1110-1000-011-000	NN F	226.60	226.60
TOTAL PAYMENT AMOUNT				921.40 *		921.40	
020883/00		SCHOLASTIC BOOK CLUB INC. P.O. BOX 3745 JEFFERSON CITY, MO 65102-9838					
941 PO-000779	10/23/2009	M4283643	1	01-6500-0-4300-102-5770-1110-003-012	NN F	268.93	247.50
TOTAL PAYMENT AMOUNT				247.50 *		247.50	



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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
014786/00		SCHOOL SPECIALTY MB UNIT #67-3106 MILWAUKEE, WI 53268-3106					
1033 PO-000897	10/23/2009	208103182869	1 01-6300-0-4300-240-1110-1000-011-000 NN F			89.88	89.89
			TOTAL PAYMENT AMOUNT	89.89 *			89.89
010373/00		SCHOOLS INSURANCE AUTHORITY P.O. BOX 276710 SACRAMENTO, CA 958276710					
101 PO-000091	10/23/2009	2010UST-06	1 01-7230-0-5800-112-0000-3600-007-000 NN P			150.00	150.00
1323 PO-001117	10/23/2009	PL2010-005	1 01-0000-0-5400-100-0000-7200-005-000 NN F			124,221.42	124,221.42
			TOTAL PAYMENT AMOUNT	124,371.42 *			124,371.42
011527/00		SIERRA BG OFFICE PRODUCTS 9950 HORN RD. SACRAMENTO, CA 95827					
49 PO-000065	10/23/2009	2087500-0	1 01-8150-0-4300-106-0000-8110-007-000 NN P			33.06	33.06
			TOTAL PAYMENT AMOUNT	33.06 *			33.06
022314/00		SIERRA NEVADA RECREATION CORP P.O. BOX 78 VALLECITO, CA 95251					
975 PO-000820	10/23/2009	46+3 TICKETS	1 01-0036-0-5800-371-1110-1000-003-000 NN F			227.85	237.65
			TOTAL PAYMENT AMOUNT	237.65 *			237.65
020983/00		SIERRA PACIFIC TURF SUPPLY PO BOX 84 CAMPBELL, CA 95009					
50 PO-000066	10/23/2009	0313986-IN	1 01-0000-0-4300-106-0000-8110-007-000 NN P			598.13	598.13
			TOTAL PAYMENT AMOUNT	598.13 *			598.13

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-----								
010010/00	SIERRA SCHOOL		680284767					
	385 OXFORD VALLEY ROAD							
	YARDLEY, PA 19067							
763 PO-000649	10/23/2009	5491-IN		1 01-6500-0-5800-102-5750-1180-003-000	NN P		421.49	421.49
763 PO-000649	10/23/2009	5462-IN		1 01-6500-0-5800-102-5750-1180-003-000	NN P	5,827.32		5,827.32
TOTAL PAYMENT AMOUNT							6,248.81 *	6,248.81
022037/00	SILVERADO STAGES INC							
	241 B PRADO ROAD							
	SAN LUIS OBISPO, CA 93401							
1326 PO-001120	10/23/2009	38274		1 01-0000-0-5712-472-1110-4000-014-915	NN F	1,111.70		1,111.70
1327 PO-001121	10/23/2009	37939		1 01-0036-0-5810-371-1110-1000-003-000	NN F	1,234.21		1,234.21
1328 PO-001122	10/23/2009	38212		1 01-7220-0-5810-472-9616-1050-000-000	NN F	971.46		971.46
TOTAL PAYMENT AMOUNT							3,317.37 *	3,317.37
018370/00	STANLEY CONVERGENT SECURITY							
	SOLUTIONS							
	DEPT CH 10651							
	PALATINE, IL 60055-0651							
166 PO-000127	10/23/2009	6720173		1 01-0000-0-5800-106-0000-8110-007-000	NN P	146.64		146.64
166 PO-000127	10/23/2009	6723893		1 01-0000-0-5800-106-0000-8110-007-000	NN P	99.00		99.00
166 PO-000127	10/23/2009	6722607		1 01-0000-0-5800-106-0000-8110-007-000	NN P	112.29		112.29
166 PO-000127	10/23/2009	6714195-6663038		1 01-0000-0-5800-106-0000-8110-007-000	NN P	609.54		609.54
TOTAL PAYMENT AMOUNT							967.47 *	967.47
014516/00	STARR, NANCY							
878 PO-000733	10/23/2009	AUGUST		1 01-6500-0-5800-102-5770-3600-003-000	NN P	96.80		96.80
878 PO-000733	10/23/2009	SEPT		1 01-6500-0-5800-102-5770-3600-003-000	NN P	390.50		390.50
TOTAL PAYMENT AMOUNT							487.30 *	487.30

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Req Reference	Date	Description		FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			
021813/00	SUREWEST						
	P.O. BOX 30697						
	LOS ANGELES, CA 90030-0697						
321 PO-000260	10/23/2009	604800-001		1 01-0000-0-5902-106-0000-8110-007-000 NN P		542.47	542.47
				TOTAL PAYMENT AMOUNT		542.47 *	542.47
020075/00	TATYANA SILCHUK						
	MOSES SILCHUK						
	[REDACTED]						
772 PO-000641	10/23/2009	SEPT		1 01-6500-0-5800-102-5770-3600-003-000 NN P		263.34	263.34
				TOTAL PAYMENT AMOUNT		263.34 *	263.34
020676/00	TIME FOR KIDS INC						
	P.O. BOX 328						
	NORTH HIGHLANDS, CA 95660						
1015 PO-000879	10/23/2009	TEK09-007		1 01-6250-0-5200-601-0000-3110-017-000 NN F		1,110.00	1,110.00
				TOTAL PAYMENT AMOUNT		1,110.00 *	1,110.00
011582/00	WILLIAM V. MACGILL & CO.						
	1000 N. LOMBARD RD						
	LOMBARD, IL 60148						
757 PO-000635	10/23/2009	IN0289849		1 01-0000-0-4300-102-0000-3140-003-000 NN F		209.34	207.26
				TOTAL PAYMENT AMOUNT		207.26 *	207.26
				TOTAL FUND PAYMENT		272,313.51 **	272,313.51
				TOTAL USE TAX AMOUNT		45.24	

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FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP								
010669/00	ALHAMBRA & SIERRA SPRINGS P.O. BOX 660579 DALLAS, TX 75266-0579							
285 PO-000237	10/23/2009	27061755439215		1	09-0700-0-4300-503-1110-1000-018-000	NN P	39.17	39.17
TOTAL PAYMENT AMOUNT							39.17 *	39.17
021026/00	BUCKMASTER IMAGING SYSTEMS P.O. BOX 34-8330 SACRAMENTO, CA 95834-8330							
641 PO-000538	10/23/2009	225258		1	09-1100-0-5612-501-1110-1000-016-000	NN P	97.16	97.16
TOTAL PAYMENT AMOUNT							97.16 *	97.16
020305/00	CDW GOVERNMENT INC. 75 REMITTANCE DRIVE SUITE 1515 CHICAGO, IL 60675-1515							
1108 PO-001028	10/23/2009	QNP2642		1	09-0700-0-5800-503-0000-2700-018-000	NN F	242.73	223.20
TOTAL PAYMENT AMOUNT							223.20 *	223.20
016758/00	DUNBAR, MATTHEW [REDACTED] [REDACTED]							
1253 PO-001060	10/23/2009	REIMB		1	09-1100-0-5803-501-1110-1000-016-000	NN F	50.00	50.00
TOTAL PAYMENT AMOUNT							50.00 *	50.00
022181/00	STACK, SCOTT [REDACTED] [REDACTED]							
1254 PO-001061	10/23/2009	REIMB		1	09-1100-0-5200-501-1110-1000-016-000	NN F	431.65	431.65
TOTAL PAYMENT AMOUNT							431.65 *	431.65
TOTAL FUND PAYMENT					841.18 **		841.18	

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BATCH: 0026 10-23-09  
FUND : 11 ADULT EDUCATION FUND

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description					Liq Amt	Net Amount
010669/00		ALHAMBRA & SIERRA SPRINGS P.O. BOX 660579 DALLAS, TX 75266-0579						
66 PO-000371	10/23/2009	27018317069912		1 11-0030-0-4300-601-4130-1000-017-000	NN P		40.28	40.28
				TOTAL PAYMENT AMOUNT		40.28 *		40.28
				TOTAL FUND	PAYMENT	40.28 **		40.28

81 CENTER UNIFIED SCHOOL DIST.  
10-23-09

ACCOUNTS PAYABLE PRELIST  
BATCH: 0026 10-23-09  
FUND : 12 CHILD DEVELOPMEN FUND

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description		FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			Liq Amt	Net Amount
018143/00		CHILD DEVELOPMENT CENTERS INC 4340 STEVENS CREEK BLVD. SUITE 260 SAN JOSE, CA 95129						
1094 PO-000914	10/23/2009	5030-909		1 12-6060-0-5800-100-8500-1000-005-000 NN P			55,384.95	55,384.95
				TOTAL PAYMENT AMOUNT			55,384.95 *	55,384.95
				TOTAL FUND PAYMENT			55,384.95 **	55,384.95

81 CENTER UNIFIED SCHOOL DIST.  
10-23-09

ACCOUNTS PAYABLE PRELIST  
BATCH: 0026 10-23-09  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP	Liq Amt	Net Amount		

014965/00 CRANSON, TAMI

1266 PO-001067 10/23/2009 REFUND

1	13-5310-0-8634-000-0000-0000-000-000 NN F	42.25	42.25
TOTAL PAYMENT AMOUNT		42.25 *	42.25

014592/00 KRASKOWSKY, NICHOLE

1263 PO-001064 10/23/2009 REFUND

1	13-5310-0-8634-000-0000-0000-000-000 NN F	8.25	8.25
TOTAL PAYMENT AMOUNT		8.25 *	8.25

014732/00 NAVA, LORI

1265 PO-001066 10/23/2009 REFUND

1	13-5310-0-8634-000-0000-0000-000-000 NN F	35.50	35.50
TOTAL PAYMENT AMOUNT		35.50 *	35.50

011081/00 REDINGTON, ARVILLA

1264 PO-001065 10/23/2009 REFUND

1	13-5310-0-8634-000-0000-0000-000-000 NN F	14.10	14.10
TOTAL PAYMENT AMOUNT		14.10 *	14.10

014944/00 TAYLOR, DIANA

1292 PO-001089 10/23/2009 REFUND

1	13-5310-0-8634-000-0000-0000-000-000 NN F	8.12	8.12
TOTAL PAYMENT AMOUNT		8.12 *	8.12

81 CENTER UNIFIED SCHOOL DIST.  
10-23-09

ACCOUNTS PAYABLE PRELIST  
BATCH: 0026 10-23-09  
FUND : 13 CAFETERIA FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description					

010951/00 WASHINGTON, SHAMEKA

1286 PO-001085 10/23/2009 REFUND

1	13-5310-0-8634-000-0000-0000-000-000 NN F	29.80	29.80
TOTAL PAYMENT AMOUNT	29.80 *		29.80

TOTAL FUND	PAYMENT	138.02 **	138.02
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81 CENTER UNIFIED SCHOOL DIST.  
10-23-09

ACCOUNTS PAYABLE PRELIST  
BATCH: 0026 10-23-09  
FUND : 21 BUILDING FUND

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
014069/00	PLATT ELECTRIC SUPPLY 4201 S. MARKET COURT SACRAMENTO, CA 95834							
1043 PO-000873	10/23/2009	6739233		1	21-0000-0-6236-472-9630-8500-007-000	NN P	1,997.78	1,997.78
TOTAL PAYMENT AMOUNT							1,997.78 *	1,997.78
010552/00	SAC VAL JANITORIAL SALES & SERVICES, INC. 2421 DEL MONTE STREET WEST SACRAMENTO, CA 95691							
1122 PO-000941	10/23/2009	018660966		1	21-0000-0-4300-472-9630-8500-007-000	NN P	58.67	58.67
1122 PO-000941	10/23/2009	01863430		1	21-0000-0-4300-472-9630-8500-007-000	NN F	177.70	177.70
TOTAL PAYMENT AMOUNT							236.37 *	236.37
019350/00	WALLACE-KUHL & ASSOCIATES INC PO BOX 1137 WEST SACRAMENTO, CA 95691							
PO-901503	10/23/2009	200903813		1	21-0000-0-6280-472-9630-8500-007-000	NN P	5,648.62	5,648.62
TOTAL PAYMENT AMOUNT							5,648.62 *	5,648.62
018500/00	WARREN CONSULTING ENGINEERS INC. 160 BLUE RAVINE ROAD, SUITE C FOLSOM, CA 95630	710881835						
216 PO-000167	10/23/2009	29858		1	21-0000-0-6105-472-9630-8500-007-000	NN P	2,000.00	2,000.00
TOTAL PAYMENT AMOUNT							2,000.00 *	2,000.00
TOTAL FUND PAYMENT							9,882.77 **	9,882.77

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0026 10-23-09  
FUND : 35 SCHOOL FACILITIES FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
019750/00		CAPITAL PROGRAM MGMT INC 2150 CAPITOL AVENUE SACRAMENTO, CA 95816	364447158				
PO-900088	10/23/2009	#57		1 35-7710-0-6234-245-9619-8500-007-000 NN P		320.00	320.00
			TOTAL PAYMENT AMOUNT	320.00 *			320.00
			TOTAL FUND PAYMENT	320.00 **			320.00
			TOTAL BATCH PAYMENT	338,920.71 ***	0.00		338,920.71
			TOTAL USE TAX AMOUNT	45.24			
			TOTAL DISTRICT PAYMENT	338,920.71 ****	0.00		338,920.71
			TOTAL USE TAX AMOUNT	45.24			
			TOTAL FOR ALL DISTRICTS:	338,920.71 *****	0.00		338,920.71
			TOTAL USE TAX AMOUNT	45.24			

Number of warrants to be printed: 103, not counting voids due to stub overflows.

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST

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Batch status: A All

From batch: 0027

To batch: 0027

Include Revolving Cash: Y

Include Address: Y

81 CENTER UNIFIED SCHOOL DIST.  
10-30-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 10-30-09  
FUND : 01 GENERAL FUND

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
			FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP					
015797/00	ACE SUPPLY HARDWARE NORTH 7115 WATT AVENUE, SUITE 100 NORTH HIGHLANDS, CA 95660							
52 PO-000068	10/30/2009	78413/2		1	01-8150-0-4300-106-0000-8110-007-000	NN P	11.83	11.83
			TOTAL PAYMENT AMOUNT				11.83 *	11.83
014733/00	ALL WEST COACHLINES INC. 7701 WILBUR WAY SACRAMENTO, CA 95828							
1351 PO-001139	10/30/2009	29884		1	01-0000-0-5810-472-1110-4000-014-915	NN P	558.00	558.00
1351 PO-001139	10/30/2009	29885		1	01-0000-0-5810-472-1110-4000-014-915	NN F	558.00	558.00
			TOTAL PAYMENT AMOUNT				1,116.00 *	1,116.00
013981/00	ANDERSON, JEANNE 8665 HICKORY LEAF PLACE ORANGEVALE, CA 95662							
1356 PO-001135	10/30/2009	REIMB		1	01-1300-0-3404-236-1110-1000-000-000	NN F	40.00	40.00
			TOTAL PAYMENT AMOUNT				40.00 *	40.00
018649/00	ASSOCIATION FOR SUPERVISION & CURRICULUM DEVELOPMENT P.O.BOX 17035 BALTIMORE, MD 21298-8431							
1357 PO-001142	10/30/2009	MEM#1426824		1	01-0000-0-5300-101-0000-7150-002-000	NN F	219.00	219.00
			TOTAL PAYMENT AMOUNT				219.00 *	219.00
011481/00	AT&T P.O. BOX 989048 WEST SACRAMENTO, CA 95798-904							
324 PO-000262	10/30/2009	9163399676626		1	01-0000-0-5902-106-0000-8110-007-000	NN P	224.16	224.16
324 PO-000262	10/30/2009	9163312747057		1	01-0000-0-5902-106-0000-8110-007-000	NN P	224.16	224.16
			TOTAL PAYMENT AMOUNT				448.32 *	448.32

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 10-30-09  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description		FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			
011757/00		ATHLETICS UNLIMITED 4648 WHITNEY AVENUE SACRAMENTO, CA 95821-4172					
1325 PO-001119	10/30/2009	10940-00		1 01-3010-0-5800-371-1110-1000-012-000 NN F		502.25	502.25
				TOTAL PAYMENT AMOUNT	502.25 *		502.25
019397/00		ATTAINMENT CO. INC. P.O. BOX 930160 VERONA, WI 53593-0160					
1138 PO-000958	10/30/2009	179549A		1 01-5640-0-4300-601-9728-3150-017-000 NN F		317.36	317.36
				TOTAL PAYMENT AMOUNT	317.36 *		317.36
019504/00		B & H PHOTO-VIDEO 420 NINTH AVENUE NEW YORK, NY 10001					
PV-081029	10/28/2009	INV-39293675		01-0000-0-4400-472-0000-2700-014-000 NN			22.00
				TOTAL PAYMENT AMOUNT	22.00 *		22.00
014612/00		BECHTHOLD PUBLICATIONS 2761 OAKMONT DR. SAN BRUNO, CA 94066					
710 PO-000600	10/30/2009	12539		1 01-6500-0-4300-102-5770-1120-003-022 NN F		46.93	46.64
				TOTAL PAYMENT AMOUNT	46.64 *		46.64
018309/00		BRAIN POP P.O. BOX 2000 MT. KISCO, NY 10549	134080892				
1229 PO-001054	10/30/2009	40036		1 01-0054-0-4300-371-0000-2700-012-000 NN F		995.00	995.00
				TOTAL PAYMENT AMOUNT	995.00 *		995.00

81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 10-30-09  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date							
013988/00		BUTTES/CENTER STATE PIPE & SUPPLY DEPARTMENT LA 21143 PASADENA, CA 91185-1143						
25 PO-000033	10/30/2009	S5354993.001		1	01-8150-0-4300-106-0000-8110-007-000	NN P	164.28	164.28
				TOTAL PAYMENT AMOUNT			164.28 *	164.28
020305/00		CDW GOVERNMENT INC. 75 REMITTANCE DRIVE SUITE 1515 CHICAGO, IL 60675-1515						
1236 PO-001056	10/30/2009	QPC4342		1	01-3010-0-4300-371-1110-1000-012-000	NN F	304.72	303.31
1277 PO-001077	10/30/2009	QPN3845		1	01-3010-0-5800-371-1110-1000-012-000	NN F	3,944.36	3,627.00
				TOTAL PAYMENT AMOUNT			3,930.31 *	3,930.31
010407/00		CENTER UNIFIED REVOLVING FUND 8408 WATT AVE. ANTELOPE, CA 95843	000000000					
1394 PO-001170	10/30/2009	4677		1	01-7230-0-5800-112-0000-3600-007-000	NN F	132.96	132.96
				TOTAL PAYMENT AMOUNT			132.96 *	132.96
020127/00		CENTRATION INC. 8570 UTICA AVE SUITE 100 RANCHO CUCAMONGA, CA 91730						
1 PO-000008	10/30/2009	6823-IN		1	01-0000-0-5800-105-0000-7200-005-000	NN P	2,500.00	2,500.00
				TOTAL PAYMENT AMOUNT			2,500.00 *	2,500.00
014033/00		CHIDLAW, DIANE [REDACTED] [REDACTED]						
1344 PO-001156	10/30/2009	REIMB		1	01-3010-0-5200-236-1110-1000-009-000	NN F	60.11	60.11
				TOTAL PAYMENT AMOUNT			60.11 *	60.11

81 CENTER UNIFIED SCHOOL DIST.  
10-30-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 10-30-09  
FUND : 01 GENERAL FUND

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
010169/00		CONSTRUCTIVE PLAYTHINGS 13201 ARRINGTON ROAD GRANDVIEW, MO 640302886						
711 PO-000601	10/30/2009	5105993301,5106491001		1 01-6500-0-4300-102-5770-1110-003-009 NN F			337.30	112.22
		TOTAL PAYMENT AMOUNT					112.22 *	112.22
014041/00		CORPORATE EXPRESS IMAGING P.O. BOX 95230 CHICAGO, IL 60694						
921 PO-000767	10/30/2009	HG4078		1 01-6500-0-4300-102-5001-3120-003-000 NN F			52.58	52.34
1311 PO-001108	10/30/2009	HV133-5		1 01-6500-0-4300-102-5770-1110-003-018 NN F			50.38	50.38
		TOTAL PAYMENT AMOUNT					102.72 *	102.72
021797/00		D3 SPORTS INC 9357 GREENBACK LANE SUITE #5 ORANGEVALE, CA 95662						
1120 PO-000933	10/30/2009	9438		1 01-7220-0-5800-472-1110-1000-014-000 NN F			3,128.19	3,076.00
		TOTAL PAYMENT AMOUNT					3,076.00 *	3,076.00
018951/00		DELL P.O. BOX 910916 PASADENA, CA 91110-0916						
1019 PO-000857	10/30/2009	XDDCPFN4		1 01-0054-0-4300-238-1110-1000-010-000 NN F			82.64	80.78
		TOTAL PAYMENT AMOUNT					80.78 *	80.78
016483/00		DEVELOPMENTAL STUDIES CENTER 2000 EMBARCADERO, STE. 305 OAKLAND, CA 94606						
564 PO-000467	10/30/2009	54018		1 01-6500-0-4300-102-5770-1110-003-000 NN F			1,028.92	1,024.43
		TOTAL PAYMENT AMOUNT					1,024.43 *	1,024.43

81 CENTER UNIFIED SCHOOL DIST.  
10-30-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 10-30-09  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
011613/00	DITTO PRINT & COPY						
	4708 ROSEVILLE RD., SUITE 104						
	NORTH HIGHLANDS, CA 95660						
1358 PO-001146	10/30/2009	4168	1 01-0000-0-5800-102-0000-7200-003-000 NN F			68.00	73.95
			TOTAL PAYMENT AMOUNT	73.95 *			73.95
019662/00	FARREL, JASON						
	[REDACTED]						
	[REDACTED]						
1340 PO-001155	10/30/2009	REIMB	1 01-3010-0-5200-236-1110-1000-009-000 NN F			104.14	104.14
			TOTAL PAYMENT AMOUNT	104.14 *			104.14
017423/00	FRANKLIN COVEY						
	P.O. BOX 31456						
	SALT LAKE CITY, UT 84131-0456						
982 PO-000823	10/30/2009	69069179	1 01-3010-0-4200-371-1110-1000-012-000 NN F			417.55	427.10
			TOTAL PAYMENT AMOUNT	427.10 *			427.10
015137/00	FRED PRYOR SEMINARS	431830400					
	P.O. BOX 219468						
	KANSAS CITY, MO 64121-9468						
1352 PO-001140	10/30/2009	11261041	1 01-7230-0-5200-112-0000-3600-007-000 NN P			79.00	79.00
1352 PO-001140	10/30/2009	11261043	1 01-7230-0-5200-112-0000-3600-007-000 NN P			34.00	34.00
1352 PO-001140	10/30/2009	11261040	1 01-7230-0-5200-112-0000-3600-007-000 NN P			79.00	79.00
1352 PO-001140	10/30/2009	11261042	1 01-7230-0-5200-112-0000-3600-007-000 NN F			34.00	34.00
			TOTAL PAYMENT AMOUNT	226.00 *			226.00
019881/00	GARCIA, REBEKAH						
	4249 EAGLE RIDGE WAY						
	ANTELOPE, CA 95843						
1361 PO-001143	10/30/2009	REIMB	1 01-7156-0-4100-103-1110-1000-003-000 NN F			75.00	75.00
			TOTAL PAYMENT AMOUNT	75.00 *			75.00



81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 10-30-09  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description					
022347/00		GIVE SOMETHING BACK P.O. BOX 89-4135 LOS ANGELES, CA 90189-4135					
191 PO-000185	10/30/2009	1591799-0	1	01-7220-0-4300-472-1110-1000-014-000	NN F	113.18	102.58
1282 PO-001082	10/30/2009	1621016-0	1	01-0000-0-4300-472-0000-2700-014-000	NN F	36.96	36.96
1342 PO-001132	10/30/2009	1622821-0	1	01-0000-0-4300-472-1284-1000-014-000	NN F	266.93	266.93
TOTAL PAYMENT AMOUNT						406.47 *	406.47
011219/00		HILLYARD INC. 826 PROFESSOR LANE SUITE 150 SACRAMENTO, CA 95834					
871 PO-000723	10/30/2009	6014424	1	01-0000-0-9320-000-0000-0000-000-000	NN P	5,322.67	5,322.67
871 PO-000723	10/30/2009	6030571	1	01-0000-0-9320-000-0000-0000-000-000	NN F	362.79	362.79
TOTAL PAYMENT AMOUNT						5,685.46 *	5,685.46
021196/00		INTEGRATIONS MA UNIT #67-3106 [REDACTED]					
889 PO-000761	10/30/2009	204900762438	1	01-6500-0-4300-102-5770-1110-003-015	NN F	22.47	18.58
TOTAL PAYMENT AMOUNT						18.58 *	18.58
010355/00		KAISER FILE NUMBER 73030 [REDACTED] SAN FRANCISCO, CA 94160-3030					
PV-081031	10/29/2009	NOVEMBER					
				01-0000-0-9552-000-0000-0000-000-000	NN		163,749.02
TOTAL PAYMENT AMOUNT						163,749.02 *	163,749.02
019801/00		KIRKLAND, ROSINA [REDACTED]					
1348 PO-001138	10/30/2009	REIMB	1	01-6286-0-5210-103-4760-1000-003-000	NN F	23.65	23.65
TOTAL PAYMENT AMOUNT						23.65 *	23.65

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 10-30-09  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP	Liq Amt	Net Amount		
010445/00	LINGUI SYSTEMS INC. 3100 4TH AVENUE EAST MOLINE, IL 61244						
1260 PO-001074	10/30/2009	2471718	1 01-5640-0-4300-601-9728-3150-017-000 YN F	173.95	159.95		
			TOTAL PAYMENT AMOUNT	159.95 *	159.95		
			TOTAL USE TAX AMOUNT	14.00			
015611/00	LOOMIS, DENNIS [REDACTED]	375466040					
983 PO-000824	10/30/2009	3 SHOWS	1 01-3010-0-5800-371-1110-1000-012-000 NY F	925.00	925.00		
			TOTAL PAYMENT AMOUNT	925.00 *	925.00		
014800/00	LORD, KATHLEEN [REDACTED]						
1345 PO-001157	10/30/2009	REIMB	1 01-3010-0-5200-236-1110-1000-009-000 NN F	1,310.64	1,310.64		
			TOTAL PAYMENT AMOUNT	1,310.64 *	1,310.64		
017487/00	MASLIC, MIRHA [REDACTED]						
1346 PO-001137	10/30/2009	SEPT	1 01-6500-0-5800-102-5770-3600-003-000 NN P	290.40	290.40		
			TOTAL PAYMENT AMOUNT	290.40 *	290.40		
022438/00	MERITAIN HEALTH SDS 12-2544 P.O. BOX 86 MINNEAPOLIS, MN 55486-2544						
PV-081028	10/28/2009	NOVEMBER	01-0000-0-9552-000-0000-0000-000-000 NN		939.96		
			TOTAL PAYMENT AMOUNT	939.96 *	939.96		

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ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 10-30-09  
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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date							
020690/00	NASCO MODESTO P.O. BOX 3837 MODESTO, CA 95352			FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
148 PO-000197	10/30/2009	201022		1 01-3550-0-4300-472-1110-1000-014-000 NN P			2,095.21	2,095.21
148 PO-000197	10/30/2009	201023		1 01-3550-0-4300-472-1110-1000-014-000 NN P			146.52	146.52
148 PO-000197	10/30/2009	202395		1 01-3550-0-4300-472-1110-1000-014-000 NN P			12.33	12.33
148 PO-000197	10/30/2009	211274		1 01-3550-0-4300-472-1110-1000-014-000 NN P			58.14	58.14
148 PO-000197	10/30/2009	201869		1 01-3550-0-4300-472-1110-1000-014-000 NN P			27.17	27.17
148 PO-000197	10/30/2009	205489		1 01-3550-0-4300-472-1110-1000-014-000 NN P			48.94	48.94
148 PO-000197	10/30/2009	202835		1 01-3550-0-4300-472-1110-1000-014-000 NN P			45.02	45.02
TOTAL PAYMENT AMOUNT							2,433.33 *	2,433.33
018845/00	NGLIC C/O SUPERIOR VISION SERVICES P.O. BOX 201839 DALLAS, TX 75320-1839							
PV-081032	10/29/2009	NOVEMBER		01-0000-0-9552-000-0000-0000-000 NN			4,028.41	4,028.41
TOTAL PAYMENT AMOUNT							4,028.41 *	4,028.41
017576/00	OFFICE DEPOT/BUS.SERVICES DIV P.O. BOX 70025 LOS ANGELES, CA 90074-0025							
209 PO-000175	10/30/2009	480964703001		1 01-0000-0-4300-234-1110-1000-008-000 NN P			4.72	4.72
209 PO-000175	10/30/2009	480964701001		1 01-0000-0-4300-234-1110-1000-008-000 NN P			710.71	710.71
209 PO-000175	10/30/2009	480964701002		1 01-0000-0-4300-234-1110-1000-008-000 NN P			30.25	8.22
305 PO-000245	10/30/2009	482191278001		1 01-0000-0-4300-234-1110-1000-008-000 NN P			229.65	164.14
671 PO-000564	10/30/2009	485444759001		1 01-0000-0-5800-472-0000-2700-014-000 NN F			16.30	15.21
1110 PO-000927	10/30/2009	490258590001		1 01-6500-0-4300-102-5750-1110-003-048 NN F			96.58	84.51
1157 PO-000973	10/30/2009	491096674001		1 01-7230-0-4300-112-0000-3600-007-000 NN F			68.88	68.88
1271 PO-001068	10/30/2009	492714131001		1 01-0000-0-4300-475-3200-2700-015-000 NN F			35.50	19.52
TOTAL PAYMENT AMOUNT							1,075.91 *	1,075.91
014836/00	P & D APPLIANCE ACCOUNTS RECEIVABLE 100 SOUTH LINDEN AVE. SO SAN FRANCISCO, CA 94080		941657499					
1355 PO-001141	10/30/2009	132609		1 01-8150-0-4300-106-0000-8110-007-000 NN F			157.91	157.91
TOTAL PAYMENT AMOUNT							157.91 *	157.91

81 CENTER UNIFIED SCHOOL DIST.  
10-30-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 10-30-09  
FUND : 01 GENERAL FUND

J7627 APY500 H.02.05 10/29/09 PAGE 9  
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
020940/00	PARSHALL, LORETTA						
95 PO-000150	10/30/2009	009-60	1 01-7230-0-5800-112-0000-3600-007-000 NN P			8.10	8.10
			TOTAL PAYMENT AMOUNT	8.10 *			8.10
010254/00	PEARSON EDUCATION						
	P.O. BOX 409496						
	ATLANTA, GA 30384						
CL-999153	10/30/2009	4018385793	01-7156-0-4100-103-1110-1000-003-000 NN			42,691.05	42,691.05
CL-999153	10/30/2009	4018377226	01-7156-0-4100-103-1110-1000-003-000 NN			3,730.86	3,730.86
CL-999154	10/30/2009	40183909885	01-7156-0-4100-103-1110-1000-003-000 NN			57,695.01	57,695.01
			TOTAL PAYMENT AMOUNT	104,116.92 *			104,116.92
014069/00	PLATT ELECTRIC SUPPLY						
	4201 S. MARKET COURT						
	SACRAMENTO, CA 95834						
46 PO-000062	10/30/2009	6816815	1 01-8150-0-4300-106-0000-8110-007-000 NN P			8.65	8.65
46 PO-000062	10/30/2009	6804345	1 01-8150-0-4300-106-0000-8110-007-000 NN P			14.09	14.09
			TOTAL PAYMENT AMOUNT	22.74 *			22.74
014523/00	ROCK MORGAN ENTERPRISES	942584009					
	1350-B COOK ROAD						
	IONE, CA 95640						
1203 PO-001008	10/30/2009	1518	1 01-7230-0-5600-112-0000-3600-007-000 NN F			13,961.33	13,961.33
			TOTAL PAYMENT AMOUNT	13,961.33 *			13,961.33
010552/00	SAC VAL JANITORIAL						
	SALES & SERVICES, INC.						
	2421 DEL MONTE STREET						
	WEST SACRAMENTO, CA 95691						
1184 PO-000991	10/30/2009	01864892,01865094,01866020	1 01-7230-0-4300-112-0000-3600-007-000 NN F			228.44	225.31
			TOTAL PAYMENT AMOUNT	225.31 *			225.31

.81 CENTER UNIFIED SCHOOL DIST.  
10-30-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 10-30-09  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date							
010266/00		SACRAMENTO COUNTY UTILITIES PO BOX 1804 SACRAMENTO, CA 95812						
159 PO-000120	10/30/2009	5-878608		1	01-0000-0-5540-106-0000-8110-007-000	NN P	249.58	249.58
159 PO-000120	10/30/2009	5-878546		1	01-0000-0-5540-106-0000-8110-007-000	NN P	509.58	509.58
159 PO-000120	10/30/2009	5-6974207		1	01-0000-0-5540-106-0000-8110-007-000	NN P	1,783.17	1,783.17
		TOTAL PAYMENT AMOUNT			2,542.33 *			2,542.33
020883/00		SCHOLASTIC BOOK CLUB INC. P.O. BOX 3745 JEFFERSON CITY, MO 65102-9838						
875 PO-000726	10/30/2009	2908494		1	01-3010-0-4300-240-1110-1000-011-000	NN F	11.91	14.36
		TOTAL PAYMENT AMOUNT			14.36 *			14.36
014786/00		SCHOOL SPECIALTY MB UNIT #67-3106 MILWAUKEE, WI 53268-3106						
1086 PO-000912	10/30/2009	208103192546		1	01-0000-0-4300-238-1110-1000-010-000	NN F	53.18	50.98
		TOTAL PAYMENT AMOUNT			50.98 *			50.98
021105/00		SIGNATURE REPROGRAPHICS INC 620 SUNBEAM AVENUE SACRAMENTO, CA 95814						
625 PO-000522	10/30/2009	134568		1	01-0000-0-5800-106-0000-8200-007-000	NN P	14.19	14.19
		TOTAL PAYMENT AMOUNT			14.19 *			14.19
011180/00		SKIPS MUSIC INC. ACCOUNTS RECEIVABLE 2740 AUBURN BLVD. SACRAMENTO, CA 95821	942331024					
600 PO-000501	10/30/2009	955587		1	01-0000-0-4300-472-9780-8200-014-000	NN F	198.96	198.96
600 PO-000501	10/30/2009	955587		2	01-0000-0-5600-472-9780-8200-014-000	NN F	455.00	432.73
		TOTAL PAYMENT AMOUNT			631.69 *			631.69

81 CENTER UNIFIED SCHOOL DIST.  
10-30-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 10-30-09  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP				
010263/00	SMUD						
	PO BOX 15555						
	SACRAMENTO, CA 95852-1555						
158 PO-000119	10/30/2009	OCT	1 01-0000-0-5530-106-0000-8110-007-000 NN P			71,998.47	71,998.47
			TOTAL PAYMENT AMOUNT	71,998.47 *			71,998.47
011018/00	SOCIAL STUDIES SCHOOL SERVICE						
	P.O. BOX 802						
	CULVER CITY, CA 90232-0802						
958 PO-000797	10/30/2009	1782-19	1 01-0000-0-4300-472-1284-1000-014-000 NN P			82.97	82.97
958 PO-000797	10/30/2009	1753-96	1 01-0000-0-4300-472-1284-1000-014-000 NN F			78.15	82.97
			TOTAL PAYMENT AMOUNT	165.94 *			165.94
020462/00	STAPLES ADVANTAGE	841248716					
	P.O. BOX 71217						
	CHICAGO, IL 60694-1217						
1107 PO-000926	10/30/2009	97846170	1 01-6500-0-4300-102-5750-1110-003-048 NN F			186.97	186.11
1232 PO-001039	10/30/2009	98204709	1 01-0000-0-4300-371-0000-2700-012-000 NN F			576.66	574.01
1261 PO-001063	10/30/2009	close	1 01-0000-0-4300-371-0000-2700-012-000 NN F			132.07	0.00
1261 PO-001063	10/30/2009	98234613	2 01-3010-0-4300-371-1110-1000-012-000 NN F			194.31	193.42
1280 PO-001080	10/30/2009	98264201	1 01-0000-0-4300-371-1110-1000-012-000 NN F			240.38	239.28
			TOTAL PAYMENT AMOUNT	1,192.82 *			1,192.82
011357/00	TAP PLASTICS INC						
	P.O. BOX 521						
	RODEO, CA 94572-0521						
53 PO-000069	10/30/2009	353731	1 01-8150-0-4300-106-0000-8110-007-000 NN P			624.23	624.23
			TOTAL PAYMENT AMOUNT	624.23 *			624.23
022031/00	TEACHER DIRECT						
	P.O. BOX 12063						
	BIRMINGHAM, AL 35202						
1113 PO-000949	10/30/2009	P43579030006	1 01-6500-0-4300-102-5750-1110-003-011 YN F			168.67	155.50
			TOTAL PAYMENT AMOUNT	155.50 *			155.50
			TOTAL USE TAX AMOUNT	13.61			

81 CENTER UNIFIED SCHOOL DIST.  
10-30-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 10-30-09  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description		FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			
010519/00	TIM'S BAND INSTRUMENT SERVICE	94-2778467					
	2363-C ARDEN WAY						
	SACRAMENTO, CA 95825						
539 PO-000449	10/30/2009 37832		1 01-0000-0-4300-472-0000-2700-014-000 NN F			627.27	652.35
		TOTAL PAYMENT AMOUNT		652.35 *			652.35
020702/00	WALL-BUTLER, THELMA						
	[REDACTED]						
1339 PO-001130	10/30/2009 REIMB		1 01-6500-0-4300-102-5770-1191-003-042 NN F			45.66	45.66
		TOTAL PAYMENT AMOUNT		45.66 *			45.66
017669/00	WESTAMERICA BANK						
	FAIRFIELD CREDIT						
	ADMINISTRATION						
	P.O. BOX 1200 MAC A-1B						
	SUISUN CITY, CA 94585-1200						
1354 PO-001145	10/30/2009 526-00563		1 01-0000-0-7438-100-0000-9100-005-000 NN F			9,045.50	9,045.50
1354 PO-001145	10/30/2009 526-00563		2 01-0000-0-7439-100-0000-9100-005-000 NN F			97,295.67	97,295.67
		TOTAL PAYMENT AMOUNT		106,341.17 *			106,341.17
022221/00	WESTERN HEALTH ADVANTAGE						
	FILE NUMBER 73251						
	P.O. BOX 60000						
	SAN FRANCISCO, CA 94160-3251						
PV-081030	10/29/2009 NOVEMBER		01-0000-0-9552-000-0000-0000-000-000 NN				76,277.18
		TOTAL PAYMENT AMOUNT		76,277.18 *			76,277.18
022348/00	WILSON, SHERRY						
	[REDACTED]						
100 PO-000090	10/30/2009 009-15		1 01-7230-0-5800-112-0000-3600-007-000 NN P			8.36	8.36
		TOTAL PAYMENT AMOUNT		8.36 *			8.36

81 CENTER UNIFIED SCHOOL DIST.  
10-30-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 10-30-09  
FUND : 01 GENERAL FUND

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			Liq Amt	Net Amount
017313/00		XEROX CORPORATION					
		P.O. BOX 7405					
		PASADENA, CA 91109-7405					
411 PO-000339	10/30/2009	108092709	1 01-0000-0-5800-115-9790-8200-007-000 NN P			614.38	614.38
411 PO-000339	10/30/2009	108092701	1 01-0000-0-5800-115-9790-8200-007-000 NN P			47,660.80	47,660.80
TOTAL PAYMENT AMOUNT						48,275.18 *	48,275.18
TOTAL FUND PAYMENT						624,337.90 **	624,337.90
TOTAL USE TAX AMOUNT						27.61	



81 CENTER UNIFIED SCHOOL DIST.  
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ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 10-30-09  
FUND : 09 CHARTER SCHOOLS

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description		FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP			
022347/00		GIVE SOMETHING BACK P.O. BOX 89-4135 LOS ANGELES, CA 90189-4135					
1350 PO-001134	10/30/2009	1622817-0		1 09-0700-0-4300-503-1110-1000-018-000 NN F		690.21	690.21
			TOTAL PAYMENT AMOUNT	690.21 *			690.21
			TOTAL FUND	PAYMENT	690.21 **		690.21

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81 CENTER UNIFIED SCHOOL DIST.  
10-30-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 10-30-09  
FUND : 13 CAFETERIA FUND

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
020305/00	CDW GOVERNMENT INC.	75 REMITTANCE DRIVE SUITE 1515						
	CHICAGO, IL	60675-1515						
1288 PO-001087	10/30/2009	QPR2061		1	13-5310-0-5800-108-0000-3700-007-000	NN F	60.68	55.80
				TOTAL PAYMENT AMOUNT		55.80 *		55.80
				TOTAL FUND	PAYMENT	55.80 **		55.80

81 CENTER UNIFIED SCHOOL DIST.  
10-30-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 10-30-09  
FUND : 14 DEFERRED MAINTENANCE FUND

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description					Liq Amt	Net Amount
015636/00		HASTIE'S SAND AND GRAVEL 9350 JACKSON ROAD SACRAMENTO, CA 95826						
1371 PO-001159	10/30/2009	94143						
				1	14-0024-0-4300-106-9608-8110-007-000	NN F	165.30	165.30
				TOTAL PAYMENT	AMOUNT		165.30 *	165.30
				TOTAL FUND	PAYMENT		165.30 **	165.30

81 CENTER UNIFIED SCHOOL DIST.  
10-30-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 10-30-09  
FUND : 21 BUILDING FUND

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP								
019750/00	CAPITAL PROGRAM MGMT INC		364447158					
	2150 CAPITOL AVENUE							
	SACRAMENTO, CA 95816							
320 PO-000259	10/30/2009	128		1	21-0000-0-6234-106-9600-8500-007-000	NN P	21,652.69	21,652.69
TOTAL PAYMENT AMOUNT					21,652.69	*		21,652.69
010610/00	LIONAKIS-BEAUMONT DESIGN GROUP		94-1257815					
	1919 19TH STREET							
	SACRAMENTO, CA 95814							
112 PO-000075	10/30/2009	43481		1	21-0000-0-6210-472-9630-8500-007-000	NN P	32,083.02	32,083.02
112 PO-000075	10/30/2009	43691		1	21-0000-0-6210-472-9630-8500-007-000	NN P	21,373.04	21,373.04
TOTAL PAYMENT AMOUNT					53,456.06	*		53,456.06
017727/00	MASON DONALDSON		558474631					
	GEMINI INSPECTION SERVICE							
	103 MONTICITO COURT							
	ROSEVILLE, CA 95762							
PO-901461	10/30/2009	113		1	21-0000-0-6290-472-9630-8500-007-000	NY F	3,547.00	3,520.00
TOTAL PAYMENT AMOUNT					3,520.00	*		3,520.00
014069/00	PLATT ELECTRIC SUPPLY							
	4201 S. MARKET COURT							
	SACRAMENTO, CA 95834							
1043 PO-000873	10/30/2009	6820391,6815485		1	21-0000-0-6236-472-9630-8500-007-000	NN P	21.75	21.75
TOTAL PAYMENT AMOUNT					21.75	*		21.75
014771/00	ROEBBELEN CONTRACTING INC							
	1241 HAWKS FLIGHTS CT.							
	SUITE 100							
	EL DORADO, CA 95762							
PO-901504	10/30/2009	3008248000012		1	21-0000-0-6270-472-9630-8500-007-000	NN P	1001,390.42	1001,390.42
TOTAL PAYMENT AMOUNT					1,001,390.42	*		1,001,390.42
TOTAL FUND PAYMENT					1,080,040.92	**		1,080,040.92
TOTAL BATCH PAYMENT					1,705,290.13	***	0.00	1,705,290.13
TOTAL USE TAX AMOUNT					27.61			

81 CENTER UNIFIED SCHOOL DIST.  
10-30-2009

ACCOUNTS PAYABLE PRELIST  
BATCH: 0027 10-30-09  
FUND : 21 BUILDING FUND

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description			FD-RESO-P-OBJE-SIT-GOAL-FUNC-RES-DEP T9MP		Liq Amt	Net Amount
<hr/>								
TOTAL DISTRICT PAYMENT					1,705,290.13	****	0.00	1,705,290.13
TOTAL USE TAX AMOUNT					27.61			
TOTAL FOR ALL DISTRICTS:					1,705,290.13	****	0.00	1,705,290.13
TOTAL USE TAX AMOUNT					27.61			

Number of warrants to be printed: 68, not counting voids due to stub overflows.

## *Center Joint Unified School District*

**AGENDA REQUEST FOR:**

**Dept./Site:** Facilities & Operations Department

**Action Item** \_\_\_\_\_

**To:** Board of Trustees

**Information Item**   X  

**Date:** November 18, 2009

**# Attached Pages** \_\_\_\_\_

**From:** Craig Deason, Assist. Supt.

**Initials:** CD

**SUBJECT:** Facilities & Security Update 11/18/09

### **CHS Stadium and Field Upgrades**

- Mondo installation complete
- Striping complete
- Screen wall installation complete
  - Painting complete

### **Bus Wash**

- Bus Wash complete
  - All labor provided by MOT (approximate \$20,000 savings)

### **Security Update**

No vandalism to report.

Cameras are viewable outside of the district at CHS, D.O., and Oak Hill. WCR, McClellan, and Spinelli will be viewable outside the district soon.

*Center Joint Unified School District***AGENDA REQUEST FOR:****Dept./Site:** Superintendent's Office**Action Item** \_\_\_\_\_**To:** Board of Trustees**Information Item** \_\_\_\_\_**Date:** November 18, 2009**# Attached Pages** \_\_\_\_\_**From:** Scott A. Loehr, Superintendent**Principal/Administrator Initials:** \_\_\_\_\_**SUBJECT: Schedule Annual Organizational Meeting of the Board**

Education Code §35143 requires governing boards to set an annual organizational meeting "within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar." (Board members are seated the *first Friday* of December following the November election [Education Code §5017]) That 15-day period for 2009 is December 4-18.

It is recommended that this be scheduled during our Regular Board Meeting on Wednesday, December 16, 2009 at 6:00 p.m. at Wilson C. Riles Middle School.

**RECOMMENDATION:** The Center Joint Unified School District Board of Trustees approve the scheduling of the Annual Organizational Meeting of the Board to occur on Wednesday, December 16, 2009 at 6:00 p.m. at Wilson C. Riles Middle School.


# Sacramento Office of Education County

10474 Mather Boulevard  
P.O. Box 269003  
Sacramento, CA 95826-9003  
(916) 228-2500

www.scoe.net

## Memorandum

TO: District Superintendents

FROM: David W. Gordon, County Superintendent 

DATE: October 27, 2009

**SUBJECT: ANNUAL ORGANIZATIONAL MEETING FOR GOVERNING BOARDS**

Under the provisions of Education Code §35143, your governing board is required to set an annual organizational meeting "within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar." (Board members are seated the *first Friday* of December following the November election [Education Code §5017])

**The 15-day period for 2009 is:**

**December 4-18**

The day and time of the annual meeting are to be selected by your governing board at its regular meeting held (in November) *immediately prior to the first day of such 15-day period*, and the board shall notify the County Superintendent of Schools of the day and time selected.

Following your regular meeting held immediately prior to December 4, please complete and return the enclosed form, notifying us of the date and time of your organizational meeting.

**NOTE:** Education Code §35143 requires the County Superintendent of Schools to designate the date and time for the annual organizational meeting if your Board fails to do so. Therefore, it is important that we receive this form no later than 5:00 p.m. on November 24, 2009. If necessary, please send the form to us via fax at 916.228.2403.

After your organizational meeting has been held, please have the enclosed "Certificate of Election of Board President, Clerk and Board Representative" (yellow form) completed, signed and forwarded to this office. If you have any questions, please call Carla Miller at 916.228.2410.

Enclosures



## SCHEDULING OF ANNUAL ORGANIZATIONAL MEETING

TO: David W. Gordon, County Superintendent  
Sacramento County Office of Education  
10474 Mather Boulevard  
P.O. Box 269003  
Sacramento, CA 95826-9003

FROM: \_\_\_\_\_ District

The annual organizational meeting of this district has been set for:

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

This action was taken during the regular meeting *immediately preceding* December 1, 2009

I hereby certify that 15 days prior to this date all members and members-elect will be notified in writing of the time and place of the annual organizational meeting.

Signed: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**PLEASE NOTE:** If this form is not received by the County Superintendent of Schools by **5:00 p.m. on November 24, 2009**, the County Superintendent shall set the date and time of the annual organizational meeting as required by Education Code §35143.

### **Education Code Section 35143**

The governing board of each school district shall hold an annual **organizational meeting**. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the date upon which a governing board member elected at that election takes office.

**Organizational meetings** in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar. Unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected by the board at its regular meeting held immediately prior to the first day of such 15-day period, and the board shall notify the county superintendent of schools the day and time selected. The clerk of the board shall, within 15 days prior to the date of the annual meeting, notify in writing all members and members-elect of the date and time selected for the meeting.

If the board fails to select a day and time for the meeting, the county superintendent of schools having jurisdiction over the district shall, prior to the first day of such 15-day period and after the regular meeting of the board held immediately prior to the first day of such 15-day period, designate the day and time of the annual meeting. The day designated shall be within the 15-day period. He shall notify in writing all members and members-elect of the date and time.

At the annual meeting the governing board of each high school district, union high school district, and joint union high school district shall organize by electing a president from its members and a clerk.

At the annual meeting each city board of education shall organize by electing a president from its members.

At the annual meeting the governing board of each other type of school district, except a community college district, shall elect one of its members clerk of the district.

As an alternative to the procedures set forth in this section, a city board of education whose members are elected in accordance with a city charter for terms of office commencing in December, may hold its annual organizational meeting required in this section between December 15 and January 14, inclusive, as provided in rules and regulations which shall be adopted by such board. At the annual meeting the city board of education shall organize by electing a president and vice president from its members who shall serve in such office during the period January 15 next to the following January 14, unless removed from such office by majority vote of all members of the city board of education.

**CERTIFICATE OF ELECTION**  
**OF**  
**BOARD PRESIDENT, CLERK & BOARD REPRESENTATIVE**

**INSTRUCTIONS:** *Please complete and forward this certificate to the County Superintendent of Schools immediately following your annual organizational meeting which must be held between December 4 and December 18, 2009.*

It is hereby certified that at the annual organizational meeting of the governing board of the \_\_\_\_\_ District, held \_\_\_\_\_, 2009, the following officers and representatives were elected:

**PRESIDENT:**

Address:

**CLERK:**

Address:

**BOARD  
REPRESENTATIVE:**

Address:

Submitted by:

Title:

**Return to:**

**Carla Miller  
Sacramento County Office of Education  
10474 Mather Boulevard  
P.O. Box 269003  
Sacramento, CA 95826-9003**

*Center Joint Unified School District*

<b>Dept./Site:</b>	<b>Superintendent's Office</b>	<b>AGENDA REQUEST FOR:</b>
<b>To:</b>	<b>Board of Trustees</b>	<b>Action Item_____X_____</b>
<b>Date:</b>	<b>November 18, 2009</b>	<b>Information Item _____</b>
<b>From:</b>	<b>Scott A. Loehr, Superintendent</b>	<b># Attached Pages _____</b>
<b>Principal/Administrator Initials:</b>	<b>_____</b>	

**SUBJECT: CSBA Delegate Assembly Nominations**

Nominations will be accepted until Thursday, January 7, 2010. Any CSBA member board is eligible to nominate board members within their geographical region or subregion. Each board may nominate as many individuals as it chooses. The subregion for CJUSD is 6-B.

**RECOMMENDATION:**

*California School Boards Association*

***TIME SENSITIVE – For Board ACTION –  
Nominations due Thursday, January 7, 2010.  
Please deliver to all members of the governing board. Thank you.***

October 30, 2009



**MEMORANDUM**

**TO:** Board Presidents and Superintendents - CSBA Member Boards of Education  
**FROM:** Paula S. Campbell, President  
**SUBJECT:** Call for Nominations for CSBA Delegate Assembly

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**DEADLINE DATE:** Nominations and Biographical Sketch forms for CSBA's Delegate Assembly will be accepted until Thursday, January 7, 2010. Nomination forms and information related to the election process are available to download from the CSBA Web site at [www.csba.org/AboutCSBA.aspx](http://www.csba.org/AboutCSBA.aspx). In a departure from previous years, nomination forms and information are not included with this memo in an effort to cut costs.

Any CSBA member board is eligible to nominate board members within their geographical region or subregion. Each board may nominate as many individuals as it chooses by using the nomination form or submitting a letter of nomination. All nominees must submit a biographical sketch along with their nomination form; an optional one-page, one-sided résumé may also be submitted, but cannot be substituted for the sketch. All nomination materials must be postmarked no later than Thursday, January 7. Faxes are also acceptable, but they must be received by January 7. Because documents will be copied, mailed copies are preferable to faxes.

Delegates serve two-year terms; beginning April 1, 2010 through March 31, 2012. There are two Delegate Assembly meetings each year, one in May prior to CSBA's Legislative Action Conference in Sacramento and one preceding the CSBA Annual Education Conference and Trade show in November/December. Delegates are required to attend these two meetings each year.

For further information about the Delegate Assembly, please contact Michelle Neto in the Administration department at (800) 266-3382. You may download the following official forms and find more information at [www.csba.org/AboutCSBA.aspx](http://www.csba.org/AboutCSBA.aspx). Thank you.

- Nomination Form
- Biographical Sketch Form
- Important Dates
- List of all Delegates whose term expires in 2010
- Delegate Assembly Flyer
- Alphabetical List of Districts
- FAQ



**CSBA**

**2010 Delegate Assembly Nomination Form**

**Due: Thursday, January 7, 2010** *(U.S. Postmark or fax – 916.669.3305 or 916.371.3407)*

CSBA Region/subregion # \_\_\_\_ / \_\_\_\_

The Board of Education of the \_\_\_\_\_  
*(Nominating School District or COE)*

wishes to nominate: \_\_\_\_\_  
*(Nominee)*

The nominee is a member of the \_\_\_\_\_  
*(Nominee's School District or COE)*

and is a member of the California School Boards Association.

☐ Attached is the nominee's required completed one-page  
biographical sketch and optional one-page, single-sided, résumé.

\_\_\_\_\_  
Board Clerk or Board Secretary *(signed)*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Clerk or Board Secretary *(printed)*

A

The nomination and biographical sketch form must be faxed or U.S.  
postmarked no later than **Thursday, January 7, 2010**. *Nominations*  
*U.S. postmarked or faxed after January 7 cannot be accepted.* Any  
questions, please contact Michelle Neto at (800) 266-3382.

***Return nomination to:***

California School Boards Association

3100 Beacon Blvd., P.O. Box 1660 | West Sacramento, CA 95691-1660

(916) 371-4691 (800) 266-3382 | Fax: (916) 371-3407 or (916) 669-3305 | [www.csba.org](http://www.csba.org)

**CSBA**

## 2010 Delegate Assembly Biographical Sketch Form

**Due: Thursday, January 7, 2010** (*U.S. Postmark or fax – 916.669.3305 or 916.371.3407*)

Please complete this required, one-page, single-sided, biographical sketch form. An optional, single-sided, one-page résumé may also be submitted, both will be copied exactly as received. Please do not state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this one page, single-sided biographical sketch will not be accepted.

Name: _____	Region/Subregion: _____
District or COE: _____	Years on board: _____ ADA: _____
Contact Number: _____	E-mail: _____
Are you a continuing Delegate? <input type="checkbox"/> Yes <input type="checkbox"/> No	If yes, how long have you served as a Delegate? _____

A

A

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# IMPORTANT

## Deadline date for nomination and biographical sketch forms: **Thursday, January 7, 2010**

### Important 2010 Dates to keep in mind:

- Thursday, January 7: U.S. Postmark or fax deadline for *required* Nomination and Biographical Sketch Forms
- By Monday, February 1: Ballots mailed to Member Boards
- February 1 – March 15: Boards vote for Delegates
- Monday, March 15: Deadline for the ballots to be returned to CSBA (U.S. Postmark ONLY)
- By Wednesday, March 31: Ballots to be tallied
- By Thursday, April 1: Election results, except for run-offs, will be posted on CSBA's Web site
- Friday, April 30: Deadline for run-off ballots (U.S. Postmark ONLY)
- Saturday, May 22 – Sunday, May 23: Delegate Assembly meeting in Sacramento



California School Boards Association  
3100 Beacon Blvd., P.O. Box 1660 | West Sacramento, CA 95691-1660  
(916) 371-4691 (800) 266-3382 | Fax: (916) 371-3407 or (916) 669-3305 | [www.csba.org](http://www.csba.org)



## CSBA DELEGATES WHOSE ELECTED TERM EXPIRES IN 2010

Below are the names of Delegates in each region/subregion whose term expires in 2010 and are up for re-election, if they choose to run. Delegates must be nominated by a CSBA member board that is located within the region or subregion. If a subregion is not listed, it is because the Delegate's term has not expired. *Nomination and Biographical Sketch forms are due by Thursday, January 7, 2010.*

### **REGION 1 - Counties: Del Norte, Humboldt, Lake, Mendocino**

#### ***Subregion 1-A (Del Norte, Humboldt)***

Sarie Toste (Northern Humboldt Union HSD)

### **REGION 2 - Counties: Lassen, Modoc, Plumas, Shasta, Siskiyou, Trinity**

#### ***Subregion 2-C (Lassen, Plumas)***

Janet B. Starceвич (Janesville Union ESD)

### **REGION 3 - Counties: Marin, Napa, Solano, Sonoma**

#### ***Subregion 3-A (Sonoma)***

Ron Abler (Forestville Union ESD)

#### ***Subregion 3-C (Solano)***

Charles B. Wood (Fairfield-Suisun USD)

#### ***Subregion 3-D (Marin)***

Cindi Clinton (Novato USD)

### **REGION 4 - Counties: Butte, Colusa, Glenn, Nevada, Placer, Sierra, Sutter, Tehama, Yuba**

#### ***Subregion 4-A (Glenn, Tehama)***

Rhonda J. Johnson (Red Bluff Joint Union HSD)

#### ***Subregion 4-C (Colusa, Sutter, Yuba)***

Vacant (Two-Year Term)

#### ***Subregion 4-D (Nevada, Placer, Sierra)***

Lynn MacDonald (Placer Union HSD)

### **REGION 5 - Counties: San Francisco, San Mateo**

#### ***Subregion 5-B (San Mateo)***

Karen L. Clancy (Belmont-Redwood Shores ESD)

Peter H. Hanley (San Mateo Union HSD)

### **REGION 6 - Counties: Alpine, Amador, El Dorado, Mono, Sacramento, Yolo**

#### ***Subregion 6-A (Yolo)***

Mary Leland (Washington USD)

#### ***Subregion 6-B (Sacramento)***

Janis Green (Twin Rivers USD)

Bruce Roberts (Natomas USD)

Teresa Stanley (Folsom-Cordova USD)

#### ***Subregion 6-C (Alpine, Amador, El Dorado, Mono)***

Ellen Driscoll (Rescue Union ESD)

### **REGION 7 - Counties: Alameda, Contra Costa**

#### ***Subregion 7-A (Contra Costa)***

Laura Canciamilla (Pittsburg USD)

Kathi McLaughlin (Martinez USD)

Raymond Valverde (Liberty Union HSD)

#### ***Subregion 7-B (Alameda)***

Gwen Estes (New Haven USD)

George Granger (Castro Valley USD)

Michael McMahon (Alameda City USD)

Anne White (Livermore Valley Joint USD)

### **REGION 8 - Counties: Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, Tuolumne**

#### ***Subregion 8-A (San Joaquin)***

Richard J. Jones (Lodi USD)

Diana Machado (Linden USD)

Evelyn Moore (Manteca USD)

#### ***Subregion 8-C (Stanislaus)***

Faye Lane (Ceres USD)

#### ***Subregion 8-D (Merced)***

Ida M. Johnson (Merced Union HSD)

Vacant (One-Year Term)

### **REGION 9 - Counties: Monterey, San Benito, San Luis Obispo, Santa Cruz**

#### ***Subregion 9-A (San Benito, Santa Cruz)***

Bernard Bricmont (Live Oak ESD)

Vacant (Two-Year Term)

#### ***Subregion 9-B (Monterey)***

Bettye L. Lusk (Monterey Peninsula USD)

#### ***Subregion 9-C (San Luis Obispo)***

Mark Buchman (San Luis Coastal USD)

### **REGION 10 - Counties: Fresno, Kings, Madera**

#### ***Subregion 10-B (Fresno)***

Darrell Carter (West Fresno ESD)

Gilbert F. Coelho (Firebaugh-Las Deltas USD)

Betsy J. Sandoval (Clovis USD)

#### ***Subregion 10-C (Kings)***

Vacant (Two-Year Term)



**REGION 11 - Counties: Santa Barbara, Ventura & Las Virgenes USD**

**Subregion 11-A (Santa Barbara)**

Karen Anderson (Montecito Union ESD)

**Subregion 11-B (Ventura County and Las Virgenes USD)**

Darlene A. Bruno (Hueneme ESD)

Rob Collins (Simi Valley USD)

Deborah D. DeVries (Oxnard ESD)

Jan Iceland (Oak Park USD)

**REGION 12 - Counties: Kern, Tulare**

**Subregion 12-A (Tulare)**

Donna S. Martin (Visalia USD)

Richard Morris (Porterville USD)

Vacant (One-Year Term)

**Subregion 12-B (Kern)**

William H. Farris (Sierra Sands USD)

Ralph Nelson (Southern Kern USD)

**REGION 15 - Counties: Orange County and Lowell Jt. USD**

Tammie Bullard (Tustin USD)

Shirley Carey (Huntington Beach City ESD)

Meg Cutuli (Los Alamitos USD)

Judy Franco (Newport-Mesa USD)

Susan Henry (Huntington Beach Union HSD)

Donna McDougall (Cypress ESD)

Esther H. Wallace (Magnolia ESD)

Sharon Wallin (Irvine USD)

Vacant (One-Year Term)

**REGION 16 - Counties: Inyo, San Bernardino**

**Subregion 16-B (San Bernardino)**

Holly Eckes (Adelanto ESD)

Cathline Fort (Etiwanda ESD)

Judy M. Munoz (Victor Valley Union HSD)

Caryn Payzant (Alta Loma ESD)

Wilson So (Apple Valley USD)

Donna West (Redlands USD)

Vacant (Two-Year Term)

**REGION 17 - County: San Diego**

Doug Dechairo (Valley Center-Pauma USD)

Katie Dexter (Lemon Grove SD)

James Grier, Jr. (National SD)

Barbara Groth (San Dieguito Union HSD)

Steve Lilly (Vista USD)

Bertha J. Lopez (Sweetwater Union HSD)

Dan Lopez (Ramona USD)

Raquel Marquez-Maden (San Ysidro ESD)

Anne Renshaw (Fallbrook Union ESD)

**REGION 18 - Counties: Imperial, Riverside**

**Subregion 18-A (Riverside)**

Jesue M. Holguin (Moreno Valley USD)

Marla Kirkland (Val Verde USD)

Matteo Monica (Desert Sands USD)

Tom Thomas (Lake Elsinore USD)

Vacant (Two-Year Term)

Vacant (Two-Year Term)

**Subregion 18-B (Imperial)**

Salvador Pacheco (Calexico USD)

Vacant (One-Year Term)

**REGION 20 - County: Santa Clara**

Frank Biehl (East Side Union HSD)

Cynthia Chang (Los Gatos-Saratoga Jt. Union HSD)

Judy Hannemann (Mountain View-Los Altos Un. HSD)

Kathleen Sullivan (Morgan Hill USD)

Dana Tom (Palto Alto USD)

Vacant (One-Year Term)

**REGION 22 - Los Angeles County: North Los Angeles**

Albert S. Beattie, Sr. (Antelope Valley Union HSD)

Gwendolyn Farrell (Westside Union ESD)

John Altin Ginn (Eastside Union SD)

**REGION 23 - Los Angeles County: San Gabriel Valley and East Los Angeles**

**Subregion 23-A**

Bob Bruesch (Garvey ESD)

Ed Honowitz (Pasadena USD)

Gregory Krikorian (Glendale USD)

**Subregion 23-B**

Gilbert G. Garcia (Rowland USD)

**Subregion 23-C**

Rosemary Garcia (Azusa USD)

Camie Poulos (West Covina USD)

Joseph Probst (Charter Oak USD)

**REGION 24 - Los Angeles County: Southwest Crescent**

Leighton Anderson (Whittier Union HSD)

Dora M. De La Rosa (Palos Verdes Peninsula USD)

Vivian Hansen (Paramount USD)

Donald E. LaPlante (Downey USD)

Barbara Lucky (Palos Verdes Peninsula USD)

Sylvia V. Macias (South Whittier ESD)

Ann M. Phillips (Lawndale ESD)

Mark Steffen (Torrance USD)

10/7/09



California School Boards Association

3100 Beacon Blvd., P.O. Box 1660 | West Sacramento, CA 95691-1660

(916) 371-4691 (800) 266-3382 | Fax: (916) 371-3407 | E-Mail: [csba@csba.org](mailto:csba@csba.org) | [www.csba.org](http://www.csba.org)



## Providing Leadership for California's School Districts and County Offices of Education

### ABOUT THE DELEGATE ASSEMBLY

CSBA's Delegate Assembly is a vital link in the Association's governance structure. The Delegate Assembly sets the general policy direction for the Association. Working with local districts, county offices, the Board of Directors and Executive Committee, Delegates ensure that the Association reflects the interests of school districts and county offices of education throughout the state.

The Delegate Assembly is made up of approximately 270+ Delegates who are elected by local board members in 21 geographic regions throughout the state. Some geographic regions have been further divided into subregions. Ex-officio members of the Delegate Assembly with all privileges of membership include members of CSBA's Board of Directors, past presidents of CSBA and the immediate past

president of the California County Boards of Education (CCBE).

Delegates serve two-year terms beginning April 1. They meet twice a year to conduct business, and may also meet with the other Delegates and the Director within their region. Furthermore, they participate in CSBA events and they maintain contact with local boards in their region.

#### CSBA GOVERNANCE

Delegates and Directors are CSBA's key governance links. They enable the Association to serve California's more than 1,000 school districts and county offices of education and its more than 5,000 locally elected school board members.



**1,000+ School Districts and County Offices of Education with 5,000+ School and County Board Members**  
(Divided into geographic regions)



**Delegate Assembly**  
(270+ Delegates elected by local boards in each CSBA region)

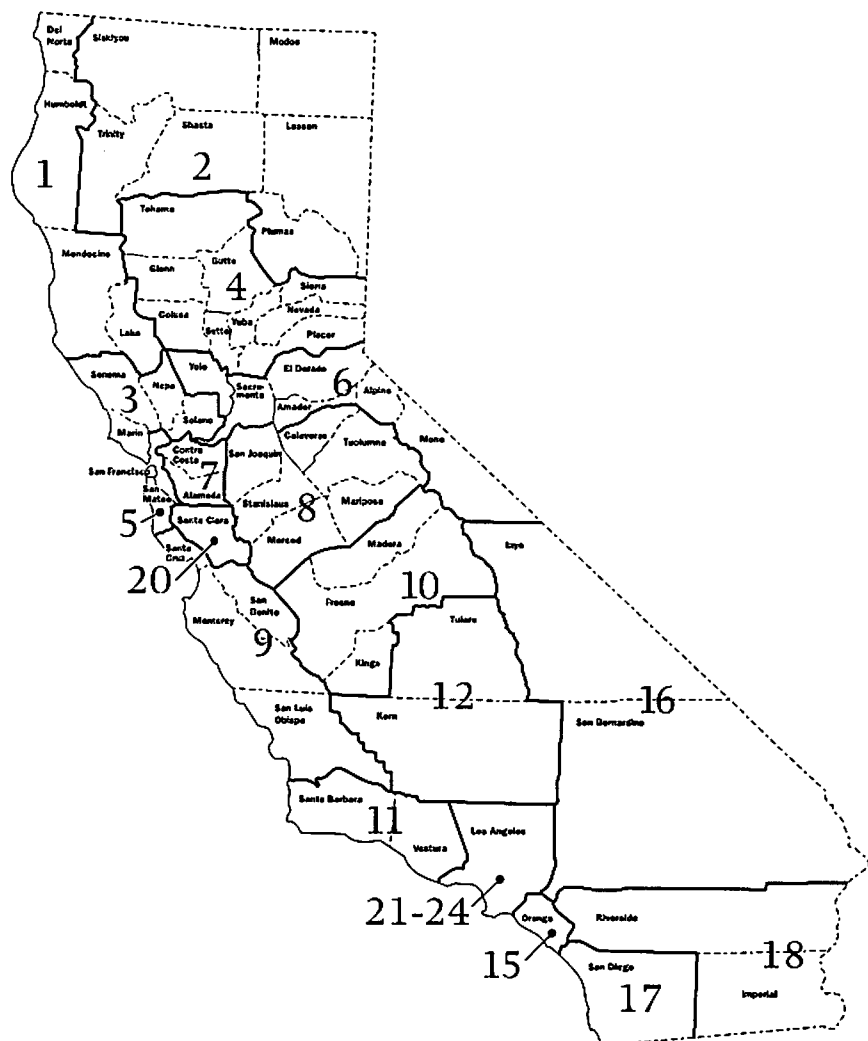


**Board of Directors**  
(26 Directors elected by the Delegate Assembly)



**Executive Committee**  
(4 officers elected by the Delegate Assembly, plus the Executive Director)

#### CSBA GEOGRAPHIC REGION MAP



(continued)

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## BECOMING A DELEGATE

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### QUALIFICATIONS

To be eligible to serve on CSBA's Delegate Assembly, a board member must:

- be a trustee of a district or county office of education that is a current member of CSBA; and
- be a trustee of a district or county office of education within the geographic region or subregion which the Delegate will represent.

### TERM OF OFFICE

The term of office for each Delegate is two years and begins on April 1. Within each region, approximately half of the Delegates are elected in even-numbered years and half in odd-numbered years.

### APPOINTMENTS TO THE DELEGATE ASSEMBLY

Districts with an ADA of 30,000–39,999 may appoint one Delegate. Additional appointments may be made as follows:

40,000–99,999 ADA:

two Delegate seats

100,000–299,999 ADA:

three Delegate seats

300,000 ADA or higher:

seven Delegate seats

These districts also may participate in the nomination and selection of the other Delegates from that region or subregion.

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## ROLES AND RESPONSIBILITIES OF DELEGATES

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Delegates set the general policy direction and fulfill a critical governance role within the Association. They communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Delegates give policy and legislative direction through the adoption of the Policy Platform every two years and the adoption of other policy statements as needed. They also speak on issues and provide direct advocacy on behalf of the Association.

Delegates play an important communications and support role within their region. They also elect the Association's officers and Board of Directors. The authority and primary duties of Delegates are contained in the CSBA Bylaws.

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## NOMINATIONS AND ELECTIONS

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### NOMINATIONS

Nominations for Delegate Assembly seats are made each year between the last Friday in October and January 7.

A board member must be formally nominated by a board in the region or subregion and may be nominated by his or her own district or county office. The nomination is an action that is taken in a public board meeting and requires a majority vote. A board may nominate as many individuals as it wishes. Nominees must sign a confirmation that they are willing to serve. *It is critical that nominations and biographical sketch forms be delivered to the CSBA office, faxed or postmarked on or before January 7; late nominations and biographical sketch forms will not be accepted.*

### ELECTIONS

Ballots are mailed by February 1 to each district or county board within the region or subregion which has a vacancy. Ballots must be delivered to the CSBA office or postmarked by March 15 in order to be accepted. Ballots may not be faxed.

Voting for Delegates is an action of the entire board rather than individual board members; therefore, it is done at a public meeting and requires a majority vote. Each board may vote for as many persons as there

are positions to be filled within the region or subregion. The ballot will indicate how many positions are available. For example, if the terms of four Delegates are expiring, each board may vote for up to four persons. County boards vote only for the county seat within the region.

#### TIMELINE FOR DELEGATE ELECTIONS

Last Friday in October–Jan. 7	Nominations and biographical sketches are submitted by local boards.
Feb. 1–March 15	Local boards vote and return ballots to CSBA.
April 30	Closing date for any run-off election held in regions or subregions with a tie vote.
By May 11	Final results are distributed to the CSBA membership.
May Delegate Assembly	Seating of new Delegates.

### DELEGATES' ROLES AND RESPONSIBILITIES

Primary responsibilities of Delegates include:

- providing a link to other public officials at the local, state and national levels;
- providing a communications link between local board members and the regional Director;
- attending all Delegate Assembly meetings;
- adopting the Policy Platform which guides the Association's policy and political leadership activities;
- as needed, adopting policies and positions to supplement the Platform;
- providing testimony and input on critical issues;
- electing the officers, Board of Directors and Nominating Committee members;
- adopting the Association's Bylaws;
- serving on committees, task forces and focus groups; and
- supporting the Association's activities and events.





**CSBA**

## **Frequently Asked Questions regarding Delegate Assembly Nominations and Elections**

### **Who is eligible to serve on Delegate Assembly?**

To be eligible to serve on CSBA's Delegate Assembly, a board member must:

- Be a trustee of a district or county office of education that is a current member of CSBA; and
- Be a trustee of a district or county office of education within the geographic region or subregion which the Delegate will represent.

### **What is the term of office to serve on Delegate Assembly?**

The term of office for each Delegate is two years beginning April 1. Within each region, approximately half of the Delegates are elected in even-numbered years and half in odd-numbered years.

### **How is a board member nominated to serve on the Delegate Assembly?**

A board member must be formally nominated by a board in the region or subregion and may be nominated by his or her own district or county office. The nomination is an action that is taken in a public board meeting and requires a majority vote. A board may nominate as many individuals as it wishes. It is the responsibility of the nominating board to obtain permission from the nominee prior to submitting his or her name.

### **What does a nomination consist of?**

A nomination consists of a completed signed nomination and a biographical sketch form. In addition, an optional, one-page, single-sided, résumé may also be submitted, but cannot be substituted for the sketch. The biographical sketch will be copied exactly as submitted and included with the ballots.

### **When are the nomination and biographical sketch forms due?**

It is critical that nominations and biographical sketch forms be delivered to the CSBA office, faxed or postmarked on or before Thursday, January 7, 2010; late nominations and biographical sketch forms will not be accepted.

### **How are nominees elected to serve on Delegate Assembly?**

Ballots are mailed by February 1 to each district or county board within the region or subregion which has a vacancy. Ballots must be delivered to CSBA postmarked by the U.S. Post Office by Monday, March, 15 in order to be accepted. Ballots may not be faxed.

Voting for Delegates is an action of the entire board rather than individual board members; therefore, it is done at a public meeting and requires a majority vote. Each board may vote for as many persons as there are positions to be filled within the region or subregion. All districts and candidates are notified of the results no later than March 31. If there is a tie vote, a run-off election will be held.

**What are the required Delegate Assembly meeting dates?**

There are two Delegate Assembly meetings each year, one in May prior to CSBA's Legislative Action Conference in Sacramento and one preceding the CSBA Annual Education Conference and Trade Show in November/December.

**Does CSBA cover expenses for Delegates to attend the Delegate Assembly meetings?**

No, CSBA is not able to cover expenses.

**Return the nomination form and biographical sketch forms to:**

California School Boards Association  
3100 Beacon Blvd.  
P.O. Box 1660  
West Sacramento, CA 95691-1660

Fax: (916) 669-3305 or (916) 371-3407

For additional information, please contact Michelle Neto in the Administration department at (800) 266-3382.

*Center Joint Unified School District*

		<b>AGENDA REQUEST FOR:</b>
<b>Dept./Site:</b>	<b>Superintendent's Office</b>	<b>Action Item</b> _____ <b>X</b>
<b>To:</b>	<b>Board of Trustees</b>	<b>Information Item</b> _____
<b>Date:</b>	<b>November 18, 2009</b>	<b># Attached Pages</b> _____
<b>From:</b>	<b>Scott A. Loehr, Superintendent</b>	

**SUBJECT: Second Reading: BP 7310**

We are adding to this policy a section on Commemorative Markers/Structure.

**RECOMMENDATION: CJUSD Board of Trustees approve the Second Reading of BP 7310.**

# **Board Policy**

## **Naming Of Facility**

BP 7310  
**Facilities**

The Governing Board shall name schools or individual facilities in recognition of:

1. Individuals, living or deceased, who have made outstanding contributions to the district, county or community
2. Individuals, living or deceased, who have made contributions of state, national or worldwide significance
3. The geographic area in which the school or building is located

The Board encourages community participation in the process of selecting names. A citizen advisory committee shall may be appointed to review name suggestions and submit recommendations for the Board's consideration.

(cf. 1220 - Citizen Advisory Committees)

The renaming of existing schools or major facilities shall occur only under extraordinary circumstances and after thorough study.

### **Commemorative Markers/Structure**

Single commemorative markers or structures (plaques, benches, dedicatory items) are reserved for current students, faculty, staff and board members, past board members, members of the Armed Services with a current or past affiliation with the district killed while in service to the United States, past superintendents, and, retirees and alumni who made significant contributions to the district or society at large.

All recognition must be approved by the superintendent or his/her designee before being placed within a school building or on school grounds. The location of all commemorative markers and structures on school grounds or in school facilities must be done in consultation with the district Facilities Department to ensure compliance and agreement with the district facility master plan.

To avoid unnecessary expense and possible disappointment, the district recommends that individuals refrain from purchasing or fabricating any type of commemorative items until it is approved.



**The district can not be held liable for vandalism or destruction of any memorial and commemorative item.**

**The district and its Board retains the right for final approval of any commemorative items.**

**Legal Reference:**

**EDUCATION CODE**

**35160 Authority of governing boards**

**Policy CENTER UNIFIED SCHOOL DISTRICT**

**adopted: June 19, 1996 Antelope, California**

**revised: May 2, 2007**

*Center Joint Unified School District*

<b>AGENDA REQUEST FOR:</b>	
<b>Dept./Site:</b> Superintendent's Office	<b>Action Item</b> <u>  X  </u>
<b>To:</b> Board of Trustees	<b>Information Item</b> <u>          </u>
<b>Date:</b> November 18, 2009	<b># Attached Pages</b> <u>          </u>
<b>From:</b> Scott A. Loehr, Superintendent	
<b>Principal/Administrator Initials:</b> <u>                    </u>	

<b>SUBJECT: First Reading: Board Policies/Regulations/Exhibits</b> (Significant Changes)	
Add	BP      3510      Green School Operations
<b>RECOMMENDATION: CJUSD Board of Trustees Approve the First Reading of Presented Policies/Regulations/Exhibits.</b>	

# CSBA Sample

## Board Policy

Business and Noninstructional Operations

BP 3510(a)

### GREEN SCHOOL OPERATIONS

Note: The following optional policy may be revised to reflect district practice. Districts are encouraged to review CSBA's policy brief, Green Schools: An Overview of Key Policy Issues, when developing policy on this topic. In addition, to ensure consistency, districts may want to review other related policies and administrative regulations (e.g., BP/AR 3511 - Energy and Water Management, BP/AR 3511.1 - Integrated Waste Management, BP/AR 3514 - Environmental Safety, BP/AR 3514.1 - Hazardous Substances, AR 3514.2 - Integrated Pest Management, BP 6142.5 - Environmental Education, and BP/AR 7150 - Site Selection and Development).

The Governing Board believes that all citizens have a responsibility to be stewards of the environment and desires to integrate environmental accountability into all district operations. The Superintendent or designee shall promote green school practices that conserve natural resources, reduce the impact of district operations on the environment, and protect the health of students, staff, and community.

The Superintendent or designee may involve district and site administrators and operations and maintenance staff; representatives of local governmental agencies, utilities, solid waste and recycling companies, and community organizations; health professionals; and/or others as appropriate in the assessment of current district operations and the development of strategies to improve the environmental impact of district operations.

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 7131 - Relations with Local Agencies)*

In selecting and prioritizing strategies, the Superintendent or designee shall give consideration to the initial cost, long-term potential cost savings, quality and performance of the product or service, health impacts, and environmental considerations. **The District will also pursue LEED accreditation best practices when economically feasible, which may qualify the District for LEED accreditation status.**

*(cf. 3100 - Budget)*

*(cf. 3460 - Financial Reports and Accountability)*

Such strategies may include, but not be limited to:

1. Reducing energy and water consumption and exploring renewable and clean energy technologies
2. Retention of storm water runoff for landscaping irrigation
3. Drought resistant landscaping

## GREEN SCHOOL OPERATIONS (continued)

*(cf. 3511 - Energy and Water Management)*

24. Establishing recycling programs in district facilities

*(cf. 3511.1 - Integrated Waste Management)*

35. Reducing the consumption of disposable materials, by reusing materials and by using electronic rather than paper communications when feasible

Note: The California Department of General Services, the Green Schools Initiative, the Healthy Schools Campaign, and other groups provide information on environmentally preferable purchasing, including sources of environmentally preferable products.

46. Purchasing and using environmentally preferable products and services whenever practical, **economically feasible and based upon merited research**, including, but not limited to, products that:

- a. Minimize environmental impacts, toxins, pollutants, odors, and hazards
- b. Contain postconsumer recycled content
- c. Are durable and long-lasting
- d. Conserve energy and water
- e. Produce a low amount of waste

*(cf. 3514 - Environmental Safety)*

*(cf. 3514.1 - Hazardous Substances)*

*(cf. 3514.2 - Integrated Pest Management)*

*(cf. 5141.23 - Asthma Management)*

*(cf. 6161.3 - Toxic Art Supplies)*

57. Using least toxic, independently certified green cleaning products when feasible, as well as high-efficiency cleaning equipment that reduces the need to use chemicals

68. Providing professional development to maintenance staff in the proper use, storage, and disposal of cleaning supplies

*(cf. 4231 - Staff Development)*

## GREEN SCHOOL OPERATIONS (continued)

*(cf. 3511 - Energy and Water Management)*

24. Establishing recycling programs in district facilities

*(cf. 3511.1 - Integrated Waste Management)*

35. Reducing the consumption of disposable materials, by reusing materials and by using electronic rather than paper communications when feasible

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*(cf. 3514 - Environmental Safety)*

*(cf. 3514.1 - Hazardous Substances)*

*(cf. 3514.2 - Integrated Pest Management)*

*(cf. 5141.23 - Asthma Management)*

*(cf. 6161.3 - Toxic Art Supplies)*

57. Using least toxic, independently certified green cleaning products when feasible, as well as high-efficiency cleaning equipment that reduces the need to use chemicals

68. Providing professional development to maintenance staff in the proper use, storage, and disposal of cleaning supplies

*(cf. 4231 - Staff Development)*

## GREEN SCHOOL OPERATIONS (continued)

Note: The Kindergarten-University Public Education Facilities Bond Act of 2006 (Proposition 1D) includes funding for High Performance Incentive grants to augment new construction and modernization projects that use designs and materials that promote energy and water efficiency, maximize the use of natural lighting, improve indoor air quality, use recycled materials and materials that emit a minimum of toxic substances, and use acoustics that are conducive to teaching and learning (Education Code 101012; 8 CCR 1859.70.4, 1859.71.6, 1859.77.4). Criteria for the incentive grants were modeled after standards developed by the nonprofit Collaborative for High Performance Schools (CHPS), but were modified to meet the purposes of the grant program. Sustainable designs can also be achieved through the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) standards or other high performance standards.

79. Focusing on green building standards, sustainability, **engagement in the planning process** and student health in facilities construction and modernization projects, including decisions about site selection, building design, and landscaping and grounds

*(cf. 7110 - Facilities Master Plan)*  
*(cf. 7111 - Evaluating Existing Buildings)*  
*(cf. 7150 - Site Selection and Development)*

Note: **Optional** item #10 below should be revised by districts that do not provide home-to-school transportation.

8. ~~Reducing vehicle traffic by encouraging students to walk or bicycle to school or use district or public transportation~~

*(cf. 3541 - Transportation Routes and Services)*  
*(cf. 5142.2 - Safe Routes to School Program)*

910. Providing fresh, unprocessed, organic food in the district's food services program

*(cf. 3550 - Food Service/Child Nutrition Program)*

- ~~1011.~~ Providing instruction to students on the importance of the environment and involving students in the implementation and evaluation of green school activities and projects as appropriate

*(cf. 6142.5 - Environmental Education)*

*Legal Reference: (see next page)*

## GREEN SCHOOL OPERATIONS (continued)

### *Legal Reference:*

#### EDUCATION CODE

8700-8707 Environmental education

17070.96 Leroy F. Greene School Facilities Act of 1996, consideration of high performance standards

17072.35 New construction grants; use for designs and materials for high performance schools

32370-32376 Recycling paper

33541 Environmental education

101012 Kindergarten-University Public Education Facilities Bond Act of 2006, allocations

#### PUBLIC CONTRACT CODE

12400-12404 Environmentally preferable purchasing

#### PUBLIC RESOURCES CODE

25410-25421 Energy conservation assistance

40050-40063 Integrated waste management act

42630-42647 Schoolsite source reduction and recycling

#### CODE OF REGULATIONS, TITLE 5

14010 Standards for school site selection

#### CODE OF REGULATIONS, TITLE 8

1859.70.4 Funding for high performance incentive grants

1859.71.6 Additional grant for high performance incentive, new construction

1859.77.4 Additional grants for high performance incentive, site and modernization

### *Management Resources:*

#### CSBA PUBLICATIONS

*Green Schools: An Overview of Key Policy Issues*, Policy Brief, August 2009

#### CALIFORNIA DEPARTMENT OF GENERAL SERVICES PUBLICATIONS

*Environmentally Preferable Purchasing Best Practices Manual*

#### COLLABORATIVE FOR HIGH PERFORMING SCHOOLS PUBLICATIONS

*CHPS Best Practices Manual*, 2006

#### GLOBAL GREEN USA PUBLICATIONS

*Healthier, Wealthier, Wiser: A Report on National Green Schools*

#### GREEN SCHOOLS INITIATIVE PUBLICATIONS

*Green Schools Buying Guide*

#### HEALTHY SCHOOLS CAMPAIGN PUBLICATIONS

*The Quick and Easy Guide to Green Cleaning in Schools*, 2nd ed., 2008

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of General Services, Green California: <http://www.green.ca.gov>

California Energy Commission: <http://www.energy.ca.gov>

Collaborative for High Performance Schools: <http://www.chps.net>

Global Green USA: <http://www.globalgreen.org>

Green Schools Initiative: <http://www.greenschools.net>

Healthy Schools Campaign: <http://www.healthyschoolscampaign.org/programs/gcs>

U.S. Environmental Protection Agency: <http://www.epa.gov>

U.S. Green Building Council, LEED Green Building Rating System: <http://www.usgbc.org>

# Center Joint Unified School District

## AGENDA REQUEST FOR:

Dept/Site: Business Department

Date: 11/18/09

Action Item   X  

To: Board of Trustees

Information Item

From: Jeanne Bess *JB*  
Director of Fiscal Services

# Attached Page   

## SUBJECT: Public Hearing and Authorization For Tier III Categorical Funding Flexibility Transfer

The Enacted 2009/10 California State Budget and SBX3 4, Chapter 12, Statutes of 2009 authorizes school districts to use funding received from the State for Tier III programs, for any educational purpose, to the extent permitted by federal law. The flexibility to use funds from these programs is authorized for five years from 2008/09 through 2012/13 by Education Code 42605.

The Board is being asked to approve the following acceptance of and uses of funds to meet educational needs.

Resource	Program Name	2009/10 Budget Amount	Purpose
0000	Supplemental Hourly Programs	\$234,875	Intervention
0020/1200	Morgan-Hart Class Size Reduction	\$114,095	9th Grade Eng/Math
0024/6205	Deferred Maintenance	\$263,741	Core Instruction
0028/6285	Comm Based Eng Tutoring Pgrm	\$ 18,895	Core Instruction
0030/6390	Adult Education	\$106,339	Adult Education
0031/6405	School Safety Block Grant	\$ 72,214	School Officer
0032/6760	Arts and Music Block Grant	\$ 80,516	Core Instruction
0033/7055	CAHSEE Intervention Grants	\$ 49,126	Core Instruction
0034/7080	Counselors, Grades 7-12	\$164,439	CHS Counselors
0036/7140	Gifted & Talented Education	\$ 38,563	Core Instruction
0037/7156	Instructional Materials Fund	\$272,354	Core Instruction
0040/7271	Peer Assistance Review	\$ 12,000	Beginning Teachers
0044/7294	Math/Reading Professional Dev	\$ 23,271	Core Instruction
0049/7390	Pupil Retention Block Grant	\$134,173	Core Instruction
0051/7392	Teacher Credentialing Block Grant	\$ 8,733	Core Instruction
0052/7393	Professional Development	\$147,544	Core Instruction
0053/7394	Targeted Instructional Improvement	\$232,455	Transportation
0054/7395	School & Library Improvement	\$320,614	Site Programs

The fiscal impact of this action would shift the funds in these programs from restricted to unrestricted purposes. All funds will be used to support current core and categorical programs. The amounts listed are based on estimated awards.

**RECOMMENDATION:** To approve the transfer of the above restricted programs to be used for unrestricted purposes.



*Center Joint Unified School District***AGENDA REQUEST FOR:****Dept./Site:** Superintendent's Office**Action Item** \_\_\_\_\_**To:** Board of Trustees**Information Item** \_\_\_\_\_**Date:** November 18, 2009**# Attached Pages** \_\_\_\_\_**From:** Scott A. Loehr, Superintendent**Principal/Administrator Initials:** \_\_\_\_\_**SUBJECT: Phase I Budget Reduction Proposals**

Currently, the District has a projected budget shortfall of 1.8 million dollars for the 2010-2011 school year. The attached proposals are our first phase of reductions that begin to address this projected shortfall. While these four included proposals do not address the entire difference, they do provide us with a strong starting point.

Our budget committee will continue to meet and make further recommendations for board consideration. Plus, we will be instituting budget forums to allow our community an opportunity to share their input on our budget process.

**RECOMMENDATION:** The Center Joint Unified School District Board of Trustees approve the Phase I budget reduction proposals which generates a \$1,397,610 savings for the 2010-2011 school year.

**Proposal #1 - Maximize Staffing Levels - Variable**

<b>Description</b>	<b>Impact</b>	<b>Savings</b>
Continue Hiring Freeze	All positions carefully reviewed and scrutinized before being posted	Variable
Maintain staffing at maximum student levels- Utilize Attrition whenever possible	Class size maintained	Variable

**Proposal #2 - Categorical Flexibility and Sweep Detail - \$927,000**

<b>Description</b>	<b>Impact</b>	<b>Savings</b>
Deferred Maintenance Carry-over	Facilities must be strategically repaired and prioritized—funding level consistent. This is the carry-over.	\$185,000
CAHSEE Intervention – Categorical Sweep	Carry-over dollars. Current allocation still used to provide student service	\$144,000
PAR- Categorical Sweep	Carry-over account. New allocations are received in Professional Development Block	\$17,000
Pupil Retention – Categorical Sweep	Portion of allocation swept. Programs can be maintained- possible to sweep more pending cost of summer school programs.	\$17, 000
Professional Development – Categorical Sweep	Portion of allocation swept. Programs can be maintained- less external professional develop opportunities for staff	\$15,000
Math/Reading Professional Development- Categorical Sweep	New categorical- never been applied in our district.	\$20,000
Federal Title 2 Funds to CSR encroachment	Less professional development opportunities for staff	\$74,000
Special Education Mandated Settlement	Settlement dollars used to offset Special Education encroachment	\$24,000
Routine Maintenance – Carry-over	Facilities must be strategically repaired and prioritized—funding level consistent. This is the carry-over.	\$150,000
Counseling Funding – Categorical Sweep	Maintains current level of counselors at all schools – sweeps remaining allocation	\$19,000
English Language Acquisition Program – Categorical Sweep	Maintains current offerings to students. Sweeps carry-over and portion of allocation	\$12,000
Defer K-5 English Language Arts Adoption	Maintain current English Language Arts program. Take advantage of allowance to defer adoption. K-5 program has been successful and continues to meet CA E/LA Standards	\$200,000
Adult Education Program- Categorical Sweep	Program is maintained at currently level- carry over is swept	\$50,000
	<b>TOTAL</b>	<b>\$927,000</b>

**Proposal #3 – District Office Administrative Furloughs – Up to \$18,359**

Description	Impact	Value
Superintendent, Chief Admin Officer, and Assistant Superintendent Furloughs	Up to one day a month furloughed for the 2010/2011 school year	Up to \$18,359

**Proposal #4 – ARRA- 2<sup>nd</sup> Allocation unbudgeted – \$452,251**

<b>Description</b>	<b>Impact</b>	<b>Value</b>
2 <sup>nd</sup> Allocation of State Stabilization-ARRA	2 <sup>nd</sup> portion of ARRA funds currently unbudgeted – Budget within the 2010/11 school year	\$452,251