

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

• North Country Elementary School - Multipurpose Room
3901 Little Rock Drive, Antelope, CA 95843

Wednesday, February 3, 2010 - 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 | |
| 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. North Country Student Recognitions - Kathy Lord | |
| X. STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each) | Info |
| 1. Center High School - Christine Sung | |
| 2. McClellan High School - Deanna Gonzales | |
| 3. Antelope View Charter School - Raymond Houston | |
| 4. Global Youth Charter School - Prentice Wysingle | |

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.

XI. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA

Public
Comments
Invited

Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not 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.

XII. BOARD / SUPERINTENDENT REPORTS (10 minutes)

Info

XIII. CONSENT AGENDA (5 minutes)

Action

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

- | | | |
|------------------|----|--|
| Governance | 1. | Approve Adoption of Minutes from January 20, 2010 Regular Meeting |
| Curriculum | 2. | Approve 2008/09 School Accountability Report Cards (SARCs) |
| Facilities & Op. | 3. | Approve 2009/2010 Safe School and Emergency Preparedness Plan - Dudley |
| ↓ | 4. | Approve Telecommunication Services Contract By and Between SureWest and Center Joint Unified School District |
| ↓ | 5. | Approve Amendment #2 to Communication Site License Agreement By and Between New Cingular PCS, LLC and Center Joint Unified School District |

XIV. INFORMATION ITEMS

Info

- | | | |
|------------|----|---|
| Curriculum | 1. | Seminar: "The Indispensable Assistant" - N. Wright, B. Blackwell, R. Vaughn & K. Reeves (WCR) |
| ↓ | 2. | Training: "BEST (Building Effective Schools Together)" - 11 participants (WCR) |

XV. BUSINESS ITEMS

Governance

**A. First Reading: Board Policies/Regulations/Exhibits
(No Significant Changes)**

Action

BP 2210

Administrative Discretion Regarding Board Policy

Replace BP. Retitled policy revised to reflect flexibility for Tier 3 categorical programs as added by NEW LAWS (SBX3 4 and ABX4 2). Upon Board's exercise of flexibility, policy grants Superintendent the authority to suspend any statutory or regulatory program requirements for Tier 3 categorical programs reflected in any district policy, administrative regulation, or bylaw. Policy also requires Superintendent to consult with district staff and report to the Board regarding the district's exercise of flexibility.

BP 3100

Budget

Replace BP. Revised policy clarifies the requirement that the budget formally adopted by the Board must be in the format prescribed by the CDE. Section on "Budget Criteria and Standards" updated to reflect NEW LAW (ABX4 2) which lowers the required general fund reserve for economic uncertainty until fiscal year 2011-12.

BP/AR 3270

Sale and Disposal of Books, Equipment and Supplies

Replace BP/AR. MANDATED policy revises and expands sample criteria for determining when instructional materials are obsolete or unusable, including adding nonalignment with the district's academic standards or course of study. Updated regulation reorganizes section on "Personal Property." Regulation also revises section on "Instructional Materials" to reflect NEW LAW (AB 487) which deletes requirement that materials could be sold or donated only to organizations that would use them for educational purposes and adds requirement regarding the use of proceeds of the sale.

BUSINESS ITEMS

First Reading: Board Policies/Regulations/Exhibits (continued)

- BP 3280 Sale or Lease of District-Owned Real Property
Replace BP. Policy updated to reflect NEW LAW (ABX4 2) which authorizes districts, until January 1, 2012, to use the proceeds from the sale of surplus property for any one-time general fund purpose.
- AR 3460 Financial Reports and Accountability
Replace AR. Regulation updated to add Note in "Interim Reports" section reflecting NEW LAW (ABX4 2) which prohibits the County Superintendent of Schools or the State Superintendent of Public Instruction from assigning the district a qualified or negative certification based substantially on a projected loss of federal American Recovery and Reinvestment Act funds in the 2011-12 fiscal year. Section on "Audit Report" revised to reflect NEW LAW (SB 680) which requires the audit for a district participating in the "school district of choice" program to include a review of compliance with specified program requirements.
- BP/AR 3580 District Records
Replace BP/AR. Revised policy contains language reflecting NEW LAW (AB 5) which creates the California Electronic Discovery Act to make the procedural rules requiring disclosure of documents to the opposing party in litigation applicable to electronically stored information. Policy directs Superintendent to consult with staff to create a document management system which includes a process for the storage and destruction of electronic materials, including a response to "litigation hold" requests. Regulation updated to clarify the definition of "records" pursuant to Title 5 regulations that must classified and retained by the district and to add legal requirements re: retention of electronic records or copies of records.
- AR 4112.23 Special Education Staff
Replace AR. MANDATED regulation updated to reflect NEW TITLE 5 REGULATIONS which (1) expand the added authorizations available for special education credential holders, including an autism authorization, and (2) establish the special education limited assignment teaching permit which allows a special education credential holder to serve outside his/her specialty area while completing the coursework for an added authorization in special education or an additional full specialty area in another special education area. Regulation also reflects NEW LAW (AB 239) which authorizes holders of special education district internship credentials to provide classroom instruction to students with disabilities, not limited to students with mild and moderate disabilities. Material on caseloads expanded and moved into new section.
- AR 4112.4
4212.4
4312.4 Health Examinations
Replace AR. Regulation revised to update section entitled "Medical Certification for Communicable Diseases for Certificated Employees" to reflect NEW LAW (SB 171) which expands list of individuals authorized to issue the required medical certification to potential employees to include physician assistants, registered nurses, and commissioned medical officers.
- AR 4117.11
4317.11 Preretirement Part-Time Employment
Replace AR. MANDATED regulation adds optional language authorizing the Superintendent or designee to determine workload reductions on a case-by-case basis. Regulation also revised to reflect NEW LAW (SB 634) which clarifies certain requirements under which employees who reduce their workloads may maintain the retirement and health and welfare benefits they would have received if employed full time, including requirements pertaining to the number of years of prior full-time service and to absences that constitute a break in service.

BUSINESS ITEMS

First Reading: Board Policies/Regulations/Exhibits (continued)

- AR 4117.14 Postretirement Employment
4317.14 Replace AR. Regulation revised to reflect NEW LAW (AB 506) which, beginning July 1, 2010, prohibits any certificated employee retiring below age 60 from receiving compensation for creditable service for at least six months following his/her retirement. Regulation also reflects provisions of AB 506 which (1) specify a deadline for submission of proof of eligibility of an employee for exemption from the postretirement compensation limitation, (2) extend the sunset date for exemptions from the limitation to June 30, 2012, and (3) prohibit the granting of an exemption from the limitation to a retired certificated individual who is hired in an emergency situation to fill an administrative vacancy, when the vacancy is caused by his/her own retirement.
- AR 5113.2 Work Permits
Replace AR. Regulation updated to revise circumstances under which a work permit is not required, as listed in the CDE's 2009 Work Permit Handbook. Regulation also revised to reflect NEW LAW (AB 66) which authorizes a principal, or other designated school administrator designated by the principal, to issue work permits under specified conditions and authorizes the Superintendent to revoke a work permit issued by the principal if he/she becomes aware of any grounds upon which the student may be deemed ineligible for a work permit.
- BP/AR 5117 Interdistrict Attendance
Replace BP/AR. Policy and regulation revised to reflect NEW LAW (SB 680) which reauthorizes the "school district of choice" program (Option 2), including provisions that (1) require that a random drawing be held in public at a Board meeting when more students apply to transfer than the Board has elected to permit, and (2) add to the information that the Superintendent must report to the Board re: student applications for admittance. Policy also contains new section for use by districts of residence that wish to limit the number of students transferring out to attend school in a school district of choice, including authorization added by SB 680 for districts with a negative budget certification resulting from such student transfers.
- BP 6111 School Calendar
Replace BP. Policy updated to reflect NEW LAW (ABX4 2) which authorizes a district, upon agreement with employee organizations, to reduce the school year through 2012-13 by up to five days of instruction without incurring financial penalties from the state.
- BP 6146.1 High School Graduation Requirements
Replace BP. Policy revised to reflect NEW LAWS (AB 167 and AB 343) which require the district to exempt or waive specific course requirements for foster youth or children of military families, respectively. Policy also contains general language re: exemption or waiver of the requirement to pass the high school exit examination for students with disabilities. See AR 6162.52 - High School Exit Examination for specific language regarding exemptions and waivers.
- BP 6146.4 Differential Graduation and Competency Standards for Students with Disabilities
Replace BP. Policy updated to reflect NEW LAW (ABX4 2) which exempts, beginning with 2009-10 school year, students with disabilities from the requirement to pass the exit examination as a condition of receiving a diploma. See AR 6162.52 - High School Exit Examination for specific language regarding exemptions and waivers. Policy also revised to specify that students with disabilities will be provided with a course of study that provides them with a free appropriate public education in accordance with their individualized education program.

BUSINESS ITEMS

First Reading: Board Policies/Regulations/Exhibits (continued)

- AR 6162.52 High School Exit Examination
Replace AR. Regulation updated to reflect NEW LAW (ABX4 2) which exempts, beginning with the 2009-10 school year, students with disabilities from the requirement to pass the exam as a condition of receiving a diploma. Regulation also revised to reflect NEW TITLE 5 REGULATIONS which (1) clarify that students in grade 12 who have not passed the exam may take the exam up to five times per school year, (2) authorize the district to provide students a testing variation where they are tested in a small group setting, and (3) revise the list of allowable test accommodations.

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

Action

- BP 6145 Extracurricular and Cocurricular Activities
Replace BP. Revised MANDATED policy reflects NEW LAW (AB 81) which provides that a foster youth who changes residences is immediately eligible for participation in extracurricular activities and interscholastic sports. Policy also reflects NEW LAW (AB 343) which requires districts to be flexible in applying their local rules to children of military families to facilitate their eligibility for extracurricular activities. New section added on "Student Conduct at Extracurricular/Cocurricular Events."
- BP 6145.2 Athletic Competition
Replace BP. Policy revised to reflect NEW LAW (AB 81) which provides that a foster youth who changes residences because of a court order or decision of a child welfare worker is immediately eligible for participation in extracurricular activities and interscholastic sports. Policy also reflects NEW LAW (AB 343) which requires districts to be flexible in applying their local rules to children of military families to facilitate their eligibility for extracurricular activities. "Health and Safety" section revised to add optional language that athletic equipment be cleaned and inspected for safety before the beginning of each school year.
- BP/AR/E 6161.1 Selection and Evaluation of Instructional Materials
Replace BP/AR. Add E. Policy updated to reflect NEW LAWS (SBX3 4 and ABX4 2) which require that, during the hearing on sufficiency of instructional materials, the Board must make a finding that students who are enrolled in the same course have "identical" standards-aligned instructional materials from the same adoption cycle. Material in policy re: "Textbook and Instructional Materials Incentive Account" deleted since this program is no longer funded. In regulation, section entitled "Instructional Materials Funding Realignment Program" revised to reflect NEW LAWS (SB 247 and AB 1398) which authorize the use of IMFRP funds to buy electronic instructional materials and the necessary electronic equipment. New Exhibit, sample resolution on sufficiency of instructional materials, was issued by CSBA in September and placed on CSBA's website.

BUSINESS ITEMS

First Reading: Board Policies/Regulations/Exhibits (continued)

BP/AR 6173.1

Education for Foster Youth

Replace BP/AR. Policy updated to reflect the multiple challenges facing foster youth, add language on strategies for building students' feelings of connectedness with the school, and add monitoring of suspension/expulsion rates to program evaluation. Regulation updated to (1) expand role of district liaison to include monitoring of students' progress, (2) require regular monitoring of district liaison's caseload, (3) add section on "Applicability of Graduation Requirements" reflecting NEW LAW (AB 167) which exempts foster youth who transfer in grades 11-12 from locally established graduation requirements, (4) add section on "Grades/Credits," and (5) add section on "Eligibility for Extracurricular Activities" reflecting NEW LAW (AB 81) which makes foster youth who change residences immediately eligible for interscholastic sports or other extracurricular activities in the new district.

BP/AR 6173.2

Education of Children of Military Families

Add BP/AR. New policy and regulation reflect NEW LAW (AB 343) which ratifies the Interstate Compact on Educational Opportunity for Military Children. AB 343 requires districts to be flexible in implementing their local rules to facilitate the enrollment, placement, attendance, eligibility for extracurricular activities, and on-time graduation of children of active duty military families when those children transfer into and out of the district.

XVI. ADVANCE PLANNING

Info

a. Future Meeting Dates:

- i. Wednesday, February 17, 2010 @ 6:00 p.m. - North Country Elementary School Multipurpose Room**

b. Suggested Agenda Items:

XVII. CONTINUATION OF CLOSED SESSION (Item IV)

Action

XVIII. ADJOURNMENT

Action

AGENDA ITEM # IX-1

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: North Country Elementary

Date: January , 2010

Action Item _____

To: Board of Trustees

Information Item

From: North Country

Attached Pages _____

Principal's Initials: RD

SUBJECT: Student Recognitions

Would like to pass out Student Recognitions at the February 3rd Board Meeting.

RECOMMENDATION: Approve

AGENDA ITEM # IX-1

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Superintendent's Office
To: Board of Trustees
Date: February 3, 2010
From: Scott A. Loehr, Superintendent
Principal's Initials: _____

Action Item X
Information Item _____
#Attached Pages _____

SUBJECT: Adoption of Minutes

The minutes from the following meeting are being presented:

January 20, 2010 Regular Meeting

RECOMMENDATION: CJUSD Board of Trustees approve presented minutes.

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

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

Wednesday, January 20, 2010

MINUTES

CALL TO ORDER - Trustee Williams 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

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

CLOSED SESSION - 5:30 p.m.

OPEN SESSION - CALL TO ORDER – 6:10 p.m.

FLAG SALUTE - led by Nancy Anderson

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

President Williams 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 Readmission #08-09.08 - Recommendation approved.

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

Student Expulsion #09-10.19 - Recommendation approved.

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

Student Expulsion #09-10.20 - Recommendation approved.

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

Student Expulsion #09-10.21 - Recommendation approved.

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

Student Expulsion #09-10.22 - Recommendation approved.

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

Student Expulsion #09-10.23 - Recommendation approved.

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

Student Expulsion #09-10.24 - Recommendation approved.

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

Student Expulsion #09-10.25 - Recommendation approved.

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

Student Expulsion #09-10.26 - Recommendation approved.

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

Student Expulsion #09-10.27 - Recommendation to reject this item.

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

Student Expulsion #09-10.28 - Recommendation approved.

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

ADOPTION OF AGENDA - approved adoption of agenda as presented.

Motion:	Friedman	Vote:	General Consent
Second:	Blenner		

ORGANIZATION REPORTS

1. **CUTA** - Douglas Higgins, President, thanked George Tigner for attending the Rep. Council meeting tonight and discussing the item that appears on tonight's agenda.
2. **CSEA** - Marie Huggins, President, congratulated Libby on her presidency for this year. She noted that CSEA is in ongoing communication and negotiations with the district. The union would like an update on when the next Budget Committee meeting will be held.

REPORTS/PRESENTATIONS

1. Antelope View Charter School Update on WASC and CAHSEE Results - Robyn VanBuren, Social Science teacher at Antelope View Charter School, handed the Board a packet with information on the November CAHSEE as well as giving a WASC Update. Jennifer Isaacs, teacher at Antelope View Charter School, then updated the Board on the outreach portion of the WASC report.

Mr. Dearcos informed the Board that as of today their enrollment is at 180.

2. Roebbelen Construction, Inc. Presentation - Craig Deason, Assistant Superintendent Operations & Facilities, wanted to thank publicly those who helped with the stadium: Mark Rosson (CPM) and Paul Chambers, who was not in attendance, (CPM) for making sure everything was done to a "T"; Bill Weinberg and Laura Knauss (Lionakis Beaumont Architects), who did a great design of the project, as well as getting us through DSA; and Bob Eason (retired teacher from CHS) and John Gallagher (Athletic Director), who was not able to attend, for being an important part of the stadium project, looking at the features of the stadium from an athletic point of view. He then thanked the Grounds and Maintenance Departments for making things move smoothly. Ivan Calhoun (Grounds Dept.) took a special interest in the project; took a look at the plans, and was the other set of eyes on the project. Maria Balbierz (Roebbelen), along with Bob Smith and Andy Brophy who were not able to attend, helped with the project all the way through. It was noted that Maria watched the money for the district throughout the project.

Scott Loehr thanked Craig Deason for all of his hard work on the entire project.

Maria Balbierz, from Roebbelen, presented the district with a symbolic check for \$95,852 representing the amount that was saved on the project.

The Board thanked everyone who great job on the stadium project.

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA

Joyce Duplissea, Principal at Riles Middle School, invited the Board to the AVID Demonstration Day on February 2, 2010 from 7:30 a.m. – 12:30 p.m. They are one, of only fifty-three schools in the country, who is an AVID Demonstration School.

Susan Wilson, parent at Oak Hill, shared information on the Box Top Program for Oak Hill. She stated that the money received from this fundraiser helps supplement funds for the site. She encouraged everyone to clip box tops and donate to the schools. She noted that there are other sites that collect them as well.

BOARD/SUPERINTENDENT REPORTS

Mr. Friedman

- thanked everyone who turned out for tonight's meeting.
- reminded everyone about the 2nd annual fundraiser for the Endowment on March 24; he introduced Delrae Pope as the Fundraiser Chairperson putting this together. Delrae introduced Susan Wilson and Cindy Campbell, who are helping her with this event. Dr. Tree will be putting together entertainment for the evening.
- thanked Ron Baioni for putting together the website for the Endowment.
- noted that the Oak Hill PTA has a very effective method of communication through email for getting out information.

Mr. Wilson

- noted that he will be chaperoning two field trips in the upcoming weeks.

Mr. Blenner

- thanked the construction team for the work they have done on putting the stadium together.
- noted that the CAHSEE test is happening on Feb 2 & 3; wished everyone well on that.

Mrs. Anderson

- thanked everyone who worked on the stadium project, and for coming in under budget.

Mr. Loehr

- thanked everyone that he has already met with to get the word out about the budget.
- noted that more Budget Committee meetings will be set up.
- toured North Country; Mr. Deason and Scott were able to hand out attendance and roll model awards.
- noted that it is a pleasure to work with Douglas Higgins and Marie Huggins.

Mrs. Williams

- echoed what everyone else said about the stadium construction project.

CONSENT AGENDA

1. Approved Adoption of Minutes from January 6, 2010 Regular Meeting
2. Approved Certificated Personnel Transactions
3. Approved 2009/2010 Consolidated Application (Part II)
4. Approved SchoolConnects Autodialer System by SynreVoice Technologies, Inc. Subscription Renewal
5. Approved 5th Grade Field Trip to Alliance Redwoods - No Co
6. Approved Notice of Completion for Center High School Stadium Project
7. Approved Resolution #12/2009-10: Local Agreement for Child Care Development Services - General Child Care & Development Programs - Contract #CCTR-9220 - for One-time Funding for Instructional Materials & Supplies
8. Approved Amendment #3 to Facilities Lease By and Between Roebbelen Contracting, Inc. and Center Joint Unified School District
9. Approved Notice of Completion of the Low Voltage Component of the Center High School Stadium Project
10. Approved Amendment to Memorandum of Communications Site Lease Agreement (Ground) by and between TowerCo and Center Joint Unified School District & Amendment No. 2 to Communications Site Lease Agreement (Ground) by and between TowerCo and Center Joint Unified School District
11. Approved Payroll Orders: July 2009 - December 2009

CONSENT AGENDA (continued)

12. Approved Supplemental Agenda (Vendor Warrants)

Motion: Friedman **Vote:** General Consent
Second: Blenner

Mr. Friedman thanked Mr. Deason for efforts on working with the cell phone companies for securing better terms for the district.

INFORMATION ITEMS

1. Conference: "California School Nutrition Association Conference" - L. Kasey (Food Serv.)

BUSINESS ITEMS

- A. **APPROVED - Resolution #13/2009-10: Reduction/Elimination of Particular Kinds of Certificated Services**

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

Motion: Anderson
Second: Blenner

Jeanne Bess, Director of Fiscal Services, shared information with the Board on the Governor's Budget – January Release Projections. She explained the amounts on the chart, as well as the loss of Federal Stimulus dollars, loss of income due to declining enrollment, and the change in the COLA and ADA administrative cost reductions.

George Tigner, Chief Administrative Officer, discussed the proposed resolution, which requests a reduction of certificated services totaling 39.0 FTE in the areas of Educational Services, High School Departmentalized Services, Middle School Departmentalized Services and Elementary Classroom Services. The increased number has come about because of the Governor's proposed budget information that came out last week. Some of these positions may be restored at a later date, once we know the actual amounts. Class sizes in K-3 would be at 26:1.

Mrs. Anderson asked how many teachers could be restored if we gained back 180 students. Mr. Tigner noted that it depended on whether it was elementary or secondary.

Mr. Tigner noted that there will be a morning Open House in March. They have invited Real Estate Agents for the area to attend this, in hopes that they will encourage families to purchase homes in our area.

Mr. Friedman asked if there is an order of restoration list in place. Scott Loehr noted that a list is not in place, but it also depends on where the numbers come in (elementary or secondary).

Mr. Tigner pointed out that on the third page of the resolution, item number 5 discusses "Competency" and item number 6 discusses the point system for tie breakers for the lay offs. There were questions on the point system.

Douglas Higgins, CUTA President, noted that when he was given the number of 39.0 FTE he was at a loss for words. He noted that there is still a difference of opinion and interpretation of the data that has come out. Mr. Higgins informed the teachers that this is the worst case scenario and that it is early in the process and is a long process. He noted the different site's awards and accomplishments with less staff, but said that he is concerned with more hits. We need to work through the whole process and keep in contact with each other (district and union).

Mr. Friedman stated that we should get the word out to our professional organizations and legislators that the priority should be on education.

Angelina Hughes, parent, asked Mr. Higgins what lengths the teachers are willing to go to or willing to sacrifice, like freezing step and column, to preserve the quality of education, and keep their jobs. Mr. Higgins noted that there will be some staff who will retire and that some staff may not need to be laid off because of this. He also discussed the possibility of furlough days. She asked if discussions are still being held regarding options and Mr. Higgins said yes. It was mentioned by Trustee Blenner that furlough days or a freeze in step and column would not be enough to save all of the jobs. A cut in pay would affect "years of service" when a staff member retires, and you are limited on how many days can be cut out of the school year.

Susan Wilson, parent at Oak Hill, noted that they want to make sure that everything is being considered; that the teachers are aware that everyone is taking hits, and that we work as a team here.

Trustee Blenner called for a vote.

Ayes: Anderson, Blenner, Friedman, Williams, Wilson

B. APPROVED - Resolution #14/2009-10: Center High School Athletic Facilities Upgrades
County Exemption

Motion:	Wilson	Vote:	General Consent
Second:	Friedman		

ADVANCE PLANNING

a. *Future Meeting Dates:*

- i. Wednesday, February 3, 2010 @ 6:00 p.m. - North Country Elementary School
Multipurpose Room*

b. *Suggested Agenda Items:*

ADJOURNMENT – 7:46 p.m.

Motion:	Wilson	Vote:	General Consent
Second:	Friedman		

Respectfully submitted,

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

Gary N. Blenner, Clerk
Board of Trustees

Adoption Date

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Instructional Services

Date: February 3, 2010

To: Board of Trustees

From: George Tigner
Chief Administrative Officer
Initials: *G.T.*

Action Item X

Information Item

Attached Pages

SUBJECT: School Accountability Report Cards

Please approve the following School Accountability Report Cards (SARCs) reported for the 2008/09 school year, published during the 2009/10 school year.

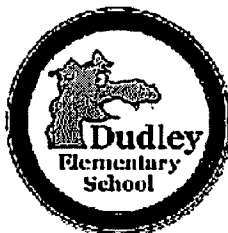
Dudley Elementary
North Country Elementary
Spinelli Elementary
Oak Hill Elementary
Wilson C. Riles Middle School
Center High School
McClellan High School
Antelope View Charter School
Global Youth Charter High School

RECOMMENDATION: CJUSD Board of Trustees to approve 2008/09 School Accountability Report Cards (SARCs) in the 2009/10 school year.

CONSENT AGENDA

Center Joint Unified School District Dudley Elementary School

Grades K through 5
Lisa Coronado, Principal



8000 Aztec Way
Antelope, CA 95843-4486
PH: (916) 338-6470 FAX: (916) 338-6472

2008-09 School Accountability Report Card *Published January 2010*

Center Joint Unified School District
8408 Watt Ave.
Antelope, CA 95843-9116
(916) 338-6400

Website Address
www.centerusd.k12.ca.us

2009-10
Board of Trustees
Nancy Anderson
Gary Blenner
Matthew Friedman
Libby Williams
Donald Wilson

District Administration
Scott Loehr
Superintendent
George Tigner
Chief Administrative Officer
Jeanne Bess
Director of Fiscal Services

Contents
Principal's Message
Mission Statement
School Profile
Student Achievement
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Principal's Message

I'd like to welcome you to Dudley Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Dudley Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students received a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Dudley Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

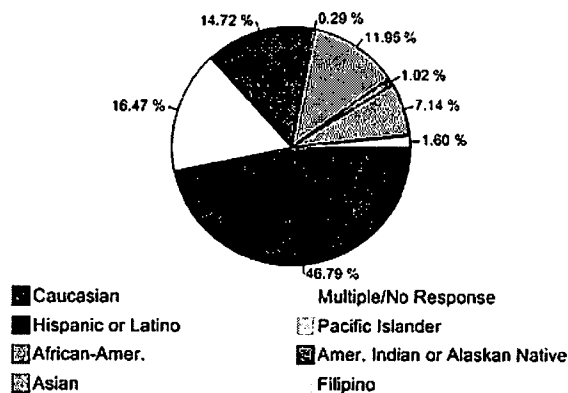
Mission Statement

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.

School Profile

Dudley Elementary School is located in the northern region of Antelope and serves students in grades kindergarten through five following a modified traditional calendar. At the beginning of the 2008-09 school year, 686 students were enrolled, including 12% in special education, 14% qualifying for English Language Learner support, and 54% qualifying for free or reduced price lunch. Dudley Elementary School achieved a 2009 Academic Performance Index (API) score of 833 and met all 2009 Adequate Yearly Progress criteria.

Percentage of Students by Ethnicity
2008-09 Enrollment: 686



Student Achievement

National Assessment of Educational Progress (NAEP)

NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Center Joint Unified School District or Dudley Elementary School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
Reading				
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment

(CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Dudley Elementary School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	56	51	63	46	48	52	43	46	50
Math	60	56	66	45	47	49	40	43	46
Science	32	36	37	40	48	48	38	46	50
Social Science	0	0	0	35	36	41	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Dudley Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hispanic or Latino	Pacific Islander
Language Arts	54	50	68	69	78	49	*
Math	52	50	73	72	83	60	*
Science	35	*	*	37	*	16	*
Social Science							

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Dudley Elementary School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	62	63	43	53	38	
Math	67	65	52	60	54	
Science	42	31	*	25	25	
Social Science						

Physical Fitness

In the spring of each year, Dudley Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pfi/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	19.6	29.9	35.5
Seventh	-	-	-
Ninth	-	-	-

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2006	2007	2008
Statewide Rank	7	7	6
Similar Schools Rank	6	7	3

Results generated from 2006, 2007, and 2008 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	833	-5	-17	47
Ethnic Subgroups				
African-Amer.	784	*	*	20
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	796	*	*	*
Pacific Islander	*	*	*	*
Caucasian	848	-16	-33	55
Other Subgroups				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	793	-14	4	42
English Learners	*	*	*	*

Results generated from 2007, 2008, and 2009 Growth API Reports

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine

whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2008-09 AYP cycle, elementary and middle schools must achieve a 46% or higher proficiency rate in English/Language Arts and 47.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 650 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2008-09		
Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?		
AYP Indicator	DES	CJUSD
Overall Results	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
Language Arts	Yes	No
Math	Yes	No
API Score 650 or Increase API by 1 point	Yes	Yes
Graduation Rate	N/A	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2008-09, Dudley Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	DES	CJUSD
PI Status	N/A	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

N/A = not participating in Title I Program

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through an automated telephone message system, school newsletters, the school web site, the school marquee, email, and progress reports. Contact the school office at (916) 338-6470 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Chaperone Field Trips
Fundraising Activities
Library Helper
School Projects
Dudley Dollar Store
Santa Shop
Book Fairs

Committees

School Site Council
English Learner Advisory Council
Parent Teacher Association

School Activities

Back to School Night
Open House
Student Performances
Family Nights
Fall Festival
Movie Night
Spaghetti Feed
Graduation

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Dudley Elementary School's original facilities were built in 1959; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Exterior painting projects
- Interior painting projects
- Complete modernization
- Installation of new fire alarm system
- Installation of new intercom system
- Installation of new clocks and bells

Every morning before school begins, the custodian and the principal inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Dudley Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common/general use area cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1959
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	18
Portable Classrooms	17
Restrooms (sets)	4
Computer Lab(s)	2
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio(s)	1
Playground(s)	2
Staff Lounge/Work Room(s)	1
Library	1

Deferred Maintenance

Dudley Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-09 school year, Dudley Elementary School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Dudley Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Dudley Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Saturday, October 24, 2009. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status			
Most Recent Inspection: Saturday, October 24, 2009			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	Cafeteria/MPR - A Bldg side unit needs repair.
(3)	Administration - Office window has BB hole; Room 10 - Upper window has BB hole; Room A6 - Cracked window; Room A7 - Door's spine broken; Room 8 - Hole in window over door; Room 9-Library - Window overdoor has BB hole; Room C3 - Upper 2 windows have BB holes; Room C4 - Upper 2 windows have BB holes; Room C5 - Upper 1 window has BB hole.
(4)	Room 8 - Hole in wall by ceiling; Room C1 - Hole for speaker; Room C5 - Hole for clock and speaker.
(6)	Room 10 - Plaster broken under sink; Rooms C3, C4, C5 - Ceiling tiles broken; Playground & Fields - Asphalt has cracks.
(14)	Cafeteria/MPR - Downspout missing.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers, teacher aides, and all administrators are strategically assigned to designated entrance areas and the playground. During recess, teachers, teacher aides, and all administrators supervise playground activity. All administrators and noon duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers, teacher aides, and all administrators monitor student behavior to ensure a safe and orderly departure.

Dudley Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Dudley Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2009.

Classroom Environment

Discipline & Climate for Learning

Dudley Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	DES		
	06-07	07-08	08-09
Suspensions (#)	110	125	90
Suspensions (%)	14.99 %	17.36 %	13.12 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	CJUSD Elementary Schools		
	06-07	07-08	08-09
Suspensions (#)	222	227	179
Suspensions (%)	9.15 %	9.80 %	7.97 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Dudley Elementary School revolve around the California State Content Standards and Frameworks. During the 2008-09 school year, Dudley Elementary School held three staff development days devoted to:

- Alignment of Curriculum to State Content Standards
- Data Analysis
- Instructional Strategies

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Dudley Elementary School supports ongoing professional growth throughout the year on weekly early release days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need.

Dudley Elementary School offers support to new and veteran teachers through peer coaching and mentoring. All staff are

encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Dudley Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, August 19, 2009, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2/2009-10 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
Language Arts		
2002	SRA/McGraw-Hill, <i>SRA/Open Court Reading</i>	0 %
Math		
2008	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
Science		
2008	Harcourt School Publishers, <i>California Science</i>	0 %

Professional Staff

Counseling & Support Staff

Dudley Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Dudley Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0

designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09		
	No. of Staff	FTE
Child Aides	2	.6
Counselor	1	.8
Librarian	1	1.0
Nurse	1	.6
Psychologist	1	1.0
Speech Therapist	1	.5

FTE = Full-Time Equivalent

Teacher Assignment

During the 2008-09 school year, Dudley Elementary School had 34 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2008-09		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Dudley Elementary School	100.0 %	0.0 %
District Totals		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	DES			CJUSD
	06-07	07-08	08-09	08-09
Total Teachers	35	35	34	266
Teachers with full credentials	35	35	34	261
Teachers without full credentials	0	0	0	5
Teachers in alternate routes to certification	N/A	0	0	7
Pre-Internship	N/A	0	0	0
Teachers with emergency permits	N/A	0	0	0
Teachers with waivers	N/A	0	0	0
Teachers teaching outside subject area	N/A	0	0	1
Total teacher misassignments	N/A	0	0	0
Teacher misassignments for English learners	N/A	0	0	0
Other misassignments of certificated staff	N/A	0	0	0
Teacher vacancies	N/A	0	0	0

Teacher Credentials & Assignments (cont'd)		
	DES	CJUSD
	09-10	09-10
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	1
Teacher vacancies	0	0

Teacher Education Levels 2008-09		
	DES	CJUSD
Doctorate	0.0 %	1.1 %
Master's degree plus 30 or more semester hours	14.7 %	9.8 %
Master's degree	8.8 %	13.5 %
Bachelor's degree plus 30 or more semester hours	76.5 %	71.8 %
Bachelor's degree	0.0 %	3.8 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$40,917
Mid-Range Teacher Salary	\$60,855	\$64,688
Highest Teacher Salary	\$77,786	\$82,849
Superintendent Salary	\$170,509	\$176,845
Average Principal Salaries:		
Elementary School	\$87,092	\$102,130
Percentage of General Fund Expenditures for:		
Teacher Salaries	45.1%	40.3%
Administrative Salaries	5.3%	5.9%

Expenditures Per Student

For the 2007-08 school year, Center Joint Unified School District spent an average of \$7,670 of total general funds to educate each student (based on 2007-08 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for

special programs. For the 2007-08 school year, the district received categorical, special education, and support programs funds for:

- Arts & Music Block Grant
- CA High School Exit Examination
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers (CPARP)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Improvement Program (SIP)
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
	DES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	685	5077	N/A	N/A	N/A
Total**	\$5,614	\$8,364	67.12	N/A	N/A
Restr.†	\$692	\$2,724	25.42	N/A	N/A
Unresr.††	\$4,922	\$5,640	87.25	\$5,512	89.29
Avg. Teacher Salary	\$67,117	\$63,888	105.05	\$64,246	104.47

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Dudley Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Dudley Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Dudley Elementary School is North Highlands-Antelope Library, a branch of Sacramento Public

Library.

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

WebSite: <http://www.saclibrary.org>

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 10/2009. Those to prepare the school facilities section were acquired in 12/2009.

Center Joint Unified School District North Country Elementary School

Grades K through 5
Kathleen Lord, Principal



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2008-09 School Accountability Report Card *Published January 2010*

Center Joint Unified School District
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**2009-10
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Contents
Principal's Message
Mission Statement
School Profile
Student Achievement
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Principal's Message

Welcome to North Country, an award winning Title I Academic Achievement School. Our mascot is the Timber wolf. The center of a wolf's universe is its pack. Developing strong, social bonds with pack mates is dependent on the wolf's survival. With that in mind, we believe that together we can achieve and succeed. Our program addresses children's unique learning strengths and we recognize that all students can be successful learners.

North Country is a community. There is no one person or group who can take credit for the success of our school. The ingredient that remains constant is quality people with a genuine concern for students. The staff is committed to enhancing the learning environment and providing classrooms for students to grow in knowledge and to connect with the curriculum. Our curriculum emphasizes reading, writing and mathematics and is enhanced with a character education program to guide students in respecting themselves and others.

The students here at North Country, together with an exceptional PTA, devoted certificated and classified staff, and a core of parent volunteers have all worked together to create a true learning community. We are proud to say we belong to North Country Elementary and we hope you will feel the school spirit next time you visit our campus.

Mission Statement

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

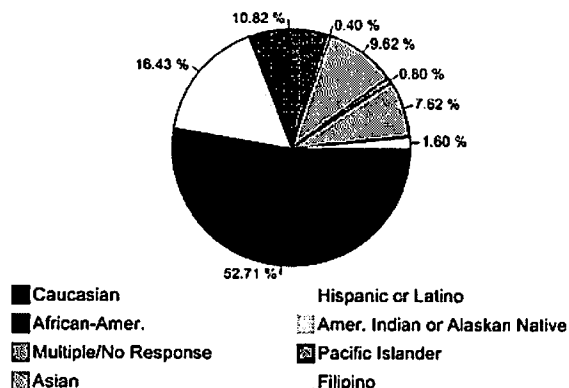
North Country provides an environment that....

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

School Profile

North Country Elementary School is located in the northern region of Antelope and serves students in grades kindergarten through five following a modified traditional calendar. At the beginning of the 2008-09 school year, 499 students were enrolled, including 13% in special education, 20% qualifying for English Language Learner support, and 63% qualifying for free or reduced price lunch. North Country Elementary School achieved a 2009 Academic Performance Index (API) score of 816.

Percentage of Students by Ethnicity
2008-09 Enrollment: 499



Student Achievement

National Assessment of Educational Progress (NAEP)

NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Center Joint Unified School District or North Country Elementary School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
Reading				
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment

(CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intprts.pdf.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	North Country Elementary School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	50	51	58	46	48	52	43	46	50
Math	56	56	63	45	47	49	40	43	46
Science	28	30	35	40	48	48	38	46	50
Social Science	0	0	0	35	36	41	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	North Country Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hispanic or Latino	Pacific Islander
Language Arts	52	*	81	59	*	52	*
Math	60	*	81	63	*	58	*
Science	36	*	*	33	*	*	*
Social Science							

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	North Country Elementary School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	53	64	27	53	39	
Math	67	58	47	59	37	
Science	39	29	*	27	*	
Social Science						

Physical Fitness

In the spring of each year, North Country Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	11.9	25.0	50.0
Seventh	-	-	-
Ninth	-	-	-

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2006	2007	2008
Statewide Rank	8	6	6
Similar Schools Rank	9	6	7

Results generated from 2006, 2007, and 2008 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	816	-20	1	29
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	772	-19	-51	54
Pacific Islander	*	*	*	*
Caucasian	821	-34	23	16
Other Subgroups				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	788	-29	-2	43
English Learners	783	*	-11	16

Results generated from 2007, 2008, and 2009 Growth API Reports

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine

whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2008-09 AYP cycle, elementary and middle schools must achieve a 46% or higher proficiency rate in English/Language Arts and 47.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 650 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2008-09		
Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?		
AYP Indicator	NCES	CJUSD
Overall Results	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
Language Arts	No	No
Math	Yes	No
API Score 650 or Increase API by 1 point	Yes	Yes
Graduation Rate	N/A	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2008-09, North Country Elementary School qualified for Title I Targeted Assistance funding and is subject to comply with Title I program requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	NCES	CJUSD
PI Status	Not in PI	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through an automated telephone message system, school newsletters, school web site, school marquee, email, parent conferences, and Homelink (Aeries). Contact the school office at (916) 338-6480 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Library Assistant
Chaperone Field Trips
Student Store

Committees

School Site Council
English Learner Advisory Council
Parent Teacher Association

School Activities

Open House
Harvest Festival
Movie Night
Science Night
Spaghetti Feed
Geography Bee
Title I Information Night

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. North Country Elementary School's original facilities were built in 1990; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installation of new heating/air conditioning system
- Remodel of two student restroom facilities
- Replacement of wood siding
- Exterior painting projects
- Replacement of vinyl flooring and carpet due to flooding (2009-10)
- Replacement of drainage pipes (2009-10)
- Installation of energy saver lighting (2009-10)
- Siding repairs (2009-10)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to North Country Elementary School. The day custodian's is responsible for:

- Groundskeeping
- Preparation of playground equipment
- Classroom cleaning
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom & office area cleaning
- Common/general use area cleaning
- Restroom cleaning
- Take down of playground equipment

The principal communicates with custodial staff weekly concerning maintenance and school safety issues.

Campus Description	
Year Built	1990
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	0
Portable Classrooms	32
Restrooms (sets)	2
Staff Lounge(s)	1
Staff Work Room(s)	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio(s)	1
Playground(s)	2
Library	1

Deferred Maintenance

North Country Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-09 school year, North Country Elementary School received \$11,080 in deferred maintenance funds for the repair and/or maintenance of:

- Heating/Air Conditioning Systems
- Interior/Exterior Painting
- Floor Systems
- Other Systems

Facilities Inspection

The district's maintenance department inspects North Country Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). North Country Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Saturday, October 31, 2009. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2008-09, all restrooms were fully functional.

and available for student use.

School Facility Good Repair Status Most Recent Inspection: Saturday, October 31, 2009			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)		✓	
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage		✓	
7. Fire Safety		✓	
8. Electrical (Interior & Exterior)		✓	
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Sequoia 1 Room - Door handle worn out; Aspen 1 Room - Metal door has tear and threshold problem; Cedar 1 Room - Hinges worn out; Birch Room - Rain gutter making rust stain by door; Aspen 2 Room - Closer shot; Laurel 3 Room - Door handle worn out; Cypress 2 Room - Door handle worn out.
(4)	Administration - Stained tile in office; Maple 1 Room - Ceiling tiles missing; Sequoia 1 Room - Dirty wall by door; Cottonwood 1 Room - Wall patched by door and dirty; Aspen 1 Room - Wall dirty; CDC Room - Wall and paint scraped by trash cans in center room; Birch Room - Ceiling tile broken and stained; Willow Workroom - Patched wall needs paint; Cottonwood 2 Room - Front wall dirty; Cedar 2 Room - Holes in wall by door; Cottonwood 3 Room - Wall has hole.
(6)	Maple 1 Room - Exterior paint peeling; Cottonwood 1 Room - Sheetrock cracked under window and over door; Birch Room - Door settled; Cottonwood 2 Room - Cracked sheetrock by window; Cypress 3 Room - Paint is blotched; Cottonwood 3 Room - Sheetrock cracked by window.
(7)	Oak 1 Room - Zip cord in use section 7; Pine 1 Room - Electric panel obstructed; Spruce Room - Paper on walls; Birch Room - Electric panel blocked; Oak Workroom - Cart blocking door; Pine 2 Room - Electric panel obstructed; Willow 2 Room - Lots of butcher paper on walls; Cottonwood 3 Room - Butcher paper on all walls; Cedar 3 Room - Electric panel blocked.
(8)	Oak 1 Room - Zip cord in use section 7; Pine 1 Room - Electric panel obstructed; Willow 1 Room - Light switch cover broken; Spruce Room - Electric panel blocked; Birch Room - Electric panel blocked; Pine 2 Room - Electric panel obstructed; Cypress 3 Room - Photo eye for night lights broken; Cedar 3 Room - Electric panel blocked; Cypress 2 Room - Photo eye outside lights broken; Sequoia 3 Room - Photo eye outside lights broken.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the following individuals are strategically assigned to designated entrance areas and the playground: teachers. During recess, teachers and instructional assistants supervise playground activity. Noon duty assistants monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure.

North Country Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for North Country Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in December 2009.

Classroom Environment

Discipline & Climate for Learning

North Country Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	NCES		
	06-07	07-08	08-09
Suspensions (#)	59	36	31
Suspensions (%)	11.28 %	7.45 %	6.21 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	CJUSD Elementary Schools		
	222	227	179
Suspensions (#)	222	227	179
Suspensions (%)	9.15 %	9.80 %	7.97 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.			

Curriculum & Instruction

Staff Development

All training and curriculum development activities at North Country Elementary School revolve around the California State Content Standards and Frameworks. During the 2008-09 school year, North Country Elementary School held three staff development days devoted to:

- Alignment of curriculum to state content standards
- Data analysis
- Instructional strategies

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. North Country Elementary School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
3	3	3

Instructional Materials

All textbooks used in the core curriculum at North Country Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, August 19, 2009, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2/2009-10 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
Language Arts		
2002	SRA/McGraw-Hill, <i>SRA/Open Court Reading</i>	0 %
Math		
2008	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
Science		
2008	Harcourt School Publishers, <i>California Science</i>	0 %

Professional Staff

Counseling & Support Staff

North Country Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to North Country Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09		
	No. of Staff	FTE
Computer Technician	1	.5
Health Clerk	1	*
Librarian	1	1.0
Nurse	1	*
Psychologist	1	*
Speech Therapist	1	.5
Counselor	0	0

* as needed

FTE = Full-Time Equivalent

Teacher Assignment

During the 2008-09 school year, North Country Elementary School had 28 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2008-09		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
North Country Elementary School	100.0 %	0.0 %
District Totals		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	NCES			CJUSD
	06-07	07-08	08-09	08-09
Total Teachers	29	28	28	266
Teachers with full credentials	29	28	28	261
Teachers without full credentials	0	0	0	5
Teachers in alternate routes to certification	N/A	1	0	7
Pre-Internship	N/A	0	0	0
Teachers with emergency permits	N/A	0	0	0
Teachers with waivers	N/A	0	0	0
Teachers teaching outside subject area	N/A	0	0	1
Total teacher misassignments	N/A	0	0	0
Teacher misassignments for English learners	N/A	0	0	0
Other misassignments of certificated staff	N/A	0	0	0
Teacher vacancies	N/A	0	0	0

Teacher Credentials & Assignments (cont'd)		
	NCES	CJUSD
	09-10	09-10
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	1
Teacher vacancies	0	0

Teacher Education Levels 2008-09		
	NCES	CJUSD
Doctorate	0.0 %	1.1 %
Master's degree plus 30 or more semester hours	3.6 %	9.8 %
Master's degree	17.9 %	13.5 %
Bachelor's degree plus 30 or more semester hours	75.0 %	71.8 %
Bachelor's degree	3.6 %	3.8 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$40,917
Mid-Range Teacher Salary	\$60,855	\$64,688
Highest Teacher Salary	\$77,786	\$82,849
Superintendent Salary	\$170,509	\$176,845
Average Principal Salaries:		
Elementary School	\$87,092	\$102,130
Percentage of General Fund Expenditures for:		
Teacher Salaries	45.1%	40.3%
Administrative Salaries	5.3%	5.9%

Expenditures Per Student

For the 2007-08 school year, Center Joint Unified School District spent an average of \$7,670 of total general funds to educate each student (based on 2007-08 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received categorical, special education, and support programs funds for:

- Arts & Music Block Grant
- CA High School Exit Examination
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers (CPARP)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Improvement Program (SIP)
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
	NCES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	460	5077	N/A	N/A	N/A
Total**	\$7,057	\$8,364	84.37	N/A	N/A
Restr. †	\$2,012	\$2,724	73.87	N/A	N/A
Unrestr. ††	\$5,045	\$5,640	89.44	\$5,512	91.53
Avg Teacher Salary	\$64,465	\$63,888	100.90	\$64,246	100.34

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about North Country Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access North Country Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to North Country Elementary School is North Highlands-Antelope Library, a branch of Sacramento Public Library.

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

WebSite: <http://www.saclibrary.org>

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 10/2009. Those to prepare the school facilities section were acquired in 12/2009.

Center Joint Unified School District
Spinelli Elementary School

Grades K through 5
Kristin Schmieder, Principal



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2008-09 School Accountability Report Card
Published January 2010

Center Joint Unified School District
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**2009-10
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Contents

Principal's Message
Mission Statement
School Profile
Student Achievement
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Principal's Message

I'd like to welcome you to Spinelli Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Spinelli Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students received a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Spinelli Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission Statement

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:

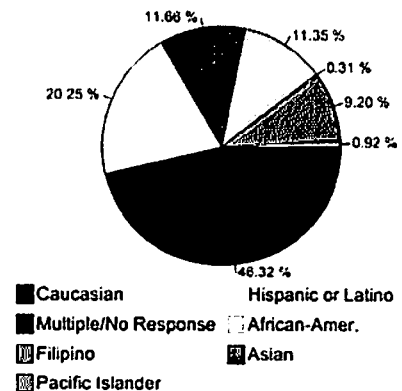
GOALS:

- 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 School is located in the northern region of Antelope and serves students in grades kindergarten through five following a modified traditional calendar. At the beginning of the 2008-09 school year, 326 students were enrolled, including 17% in special education, 22% qualifying for English Language Learner support, and 65% qualifying for free or reduced price lunch. Spinelli Elementary School achieved a 2009 Academic Performance Index (API) score of 846 and met all 2009 Adequate Yearly Progress criteria.

**Percentage of Students by Ethnicity
2008-09 Enrollment: 326**



Student Achievement

National Assessment of Educational Progress (NAEP)

NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Center Joint Unified School District or Spinelli Elementary School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
Reading				
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment

(CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Spinelli Elementary School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	47	52	63	46	48	52	43	46	50
Math	52	60	70	45	47	49	40	43	46
Science	33	31	28	40	48	48	38	46	50
Social Science	0	0	0	35	36	41	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Spinelli Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hispanic or Latino	Pacific Islander
Language Arts	68	*	56	66	*	56	*
Math	68	*	61	75	*	65	*
Science	*	*	*	35	*	27	*
Social Science							

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Spinelli Elementary School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	55	69	45	59	51	
Math	67	73	72	67	54	
Science	31	23	*	19	33	
Social Science						

Physical Fitness

In the spring of each year, Spinelli Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pl/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	10.9	25.5	47.3
Seventh	-	-	-
Ninth	-	-	-

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2006	2007	2008
Statewide Rank	6	5	6
Similar Schools Rank	8	3	8

Results generated from 2006, 2007, and 2008 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	846	-15	41	54
Ethnic Subgroups				
African-Amer.	-	-	-	-
Amer. Indian or Alaskan Native	-	-	-	-
Asian	-	-	-	-
Filipino	-	-	-	-
Hispanic or Latino	-	-	-	-
Pacific Islander	-	-	-	-
Caucasian	863	-10	42	60
Other Subgroups				
Students with Disabilities	-	-	-	-
Economically Disadvantaged	832	-36	62	56
English Learners	-	-	-	-

Results generated from 2007, 2008, and 2009 Growth API Reports

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine

whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2008-09 AYP cycle, elementary and middle schools must achieve a 46% or higher proficiency rate in English/Language Arts and 47.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 650 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2008-09		
Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?		
AYP Indicator	SES	CJUSD
Overall Results	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
Language Arts	Yes	No
Math	Yes	No
API Score 650 or Increase API by 1 point	Yes	Yes
Graduation Rate	N/A	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2008-09, Spinelli Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	SES	CJUSD
PI Status	Not in PI	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through an automated telephone message system, the school web site, the school marquee, flyers, emails, newsletters, parent conferences, progress reports, and Homelink. Contact the school office at (916) 338-6490 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Chaperone Field Trips
Fundraising Activities

Committees

School Site Council
English Learner Advisory Council

School Activities

Back to School Night
Open House
Recognition Assemblies
Spelling Bee
Scholastic Book Fair
Geography Bee
Tiger Spirit Days

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Spinelli Elementary School's original facilities were built in 1965; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, modernization of the campus was completed.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians are assigned to Spinelli Elementary School. The day custodians are responsible for:

- Groundskeeping
- Office Area Cleaning
- Classroom cleaning
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The principal

communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1965
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	18
Portable Classrooms	19
Restrooms (sets)	3
Computer Lab(s)	2
Staff Lounge(s)	1
Staff Work Room(s)	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio(s)	1
Playground(s)	4
Library	1

Deferred Maintenance

Spinelli Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-09 school year, Spinelli Elementary School received \$15,105 in deferred maintenance funds for the repair and/or maintenance of:

- Floor Systems
- Other Systems

Facilities Inspection

The district's maintenance department inspects Spinelli Elementary on an annual basis in accordance with Education Code §17592.72(c)(1). Spinelli Elementary uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Saturday, October 24, 2009. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Saturday, October 24, 2009			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage		✓	
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Administration - Patio gate no panic bar; Multi-Purpose Room - Holes in wall interior by door, storeroom door air louver broken loose; Room 4 - Interior threshold coming up; Rooms 1-6 Restrooms - Unisex handle wrong style; Room 9 - Front window; CDC-2 Room - Front window; Room 13 - Door has holes.
(6)	Administration - Ceiling tiles stained in principal's & nurse's offices; Multi-Purpose Room - Storeroom door air louver broken loose; Room 2 - Ceiling tiles stained; Room 5 - Hole in ceiling tiles; Room 19 - Floor cement boils; Room 21 - Exterior covers have holes; Office Playground - Cracks in asphalt.
(8)	Administration - Light not working.
(10)	Play Field - Twin fountains are worn out.
(14)	Room 16 - Rain gutter leak.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, teachers, instructional aides, and noon duty supervisors supervise playground activity. The principal, vice principals, and noon duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure.

Spinelli Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Spinelli Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2009.

Classroom Environment

Discipline & Climate for Learning

Spinelli Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	SES		
	06-07	07-08	08-09
Suspensions (#)	53	26	30
Suspensions (%)	13.55 %	7.39 %	9.20 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	CJUSD Elementary Schools		
	06-07	07-08	08-09
Suspensions (#)	222	227	179
Suspensions (%)	9.15 %	9.80 %	7.97 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Spinelli Elementary School revolve around the California State Content Standards and Frameworks. During the 2008-09 school year, Spinelli Elementary School's staff development was devoted to:

- Alignment of Curriculum to State Content Standards
- Data Analysis
- Instructional Strategies
- Behavior Management Strategies

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Spinelli Elementary School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and

conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Spinelli Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, August 19, 2009, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2/2009-10 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
Language Arts		
2002	SRA/McGraw-Hill, <i>SRA/Open Court Reading</i>	0 %
Math		
2008	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
Science		
2008	Harcourt School Publishers, <i>California Science</i>	0 %

Professional Staff

Counseling & Support Staff

Spinelli Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Spinelli Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus

and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09		
	No. of Staff	FTE
Speech Therapist	2	1.6
Library Technician	1	.7
Psychologist	1	.6
Severe/Profound Handicap Aide	1	.6
Counselor	0	0

FTE = Full-Time Equivalent

Teacher Assignment

During the 2008-09 school year, Spinelli Elementary School had 21 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2008-09		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Spinelli Elementary School	100.0 %	0.0 %
District Totals		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	SES			CJUSD
	06-07	07-08	08-09	08-09
Total Teachers	25	22	21	266
Teachers with full credentials	25	22	21	261
Teachers without full credentials	0	0	0	5
Teachers in alternate routes to certification	N/A	0	0	7
Pre-Internship	N/A	0	0	0
Teachers with emergency permits	N/A	0	0	0
Teachers with waivers	N/A	0	0	0
Teachers teaching outside subject area	N/A	0	0	1
Total teacher misassignments	N/A	0	0	0
Teacher misassignments for English learners	N/A	0	0	0
Other misassignments of certificated staff	N/A	0	0	0
Teacher vacancies	N/A	0	0	0

Teacher Credentials & Assignments (cont'd)		
	SES	CJUSD
	09-10	09-10
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	1
Teacher vacancies	0	0

Teacher Education Levels 2008-09		
	SES	CJUSD
Doctorate	0.0 %	1.1 %
Master's degree plus 30 or more semester hours	0.0 %	9.8 %
Master's degree	19.0 %	13.5 %
Bachelor's degree plus 30 or more semester hours	71.4 %	71.8 %
Bachelor's degree	9.5 %	3.8 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$40,917
Mid-Range Teacher Salary	\$60,855	\$64,688
Highest Teacher Salary	\$77,786	\$82,849
Superintendent Salary	\$170,509	\$176,845
Average Principal Salaries:		
Elementary School	\$87,092	\$102,130
Percentage of General Fund Expenditures for:		
Teacher Salaries	45.1%	40.3%
Administrative Salaries	5.3%	5.9%

Expenditures Per Student

For the 2007-08 school year, Center Joint Unified School District spent an average of \$7,670 of total general funds to educate each student (based on 2007-08 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for

special programs. For the 2007-08 school year, the district received categorical, special education, and support programs funds for:

- Arts & Music Block Grant
- CA High School Exit Examination
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers (CPARP)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Improvement Program (SIP)
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
	SES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	335	5077	N/A	N/A	N/A
Total**	\$8,861	\$8,364	105.94	N/A	N/A
Restr.†	\$4,173	\$2,724	153.21	N/A	N/A
Unrestr.††	\$4,688	\$5,640	83.12	\$5,512	85.05
Avg. Teacher Salary	\$64,374	\$63,888	100.76	\$64,246	100.20

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Spinelli Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Spinelli Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Spinelli Elementary School is North Highlands-Antelope Library, a branch of Sacramento Public

Library.

Address: 4235 Antelope Road, Antelope
Phone Number: (916) 264-2920
WebSite: <http://www.saclibrary.org>
Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 10/2009. Those to prepare the school facilities section were acquired in 12/2009.

Center Joint Unified School District
Oak Hill Elementary School

Grades K through 5
David Grimes, Principal



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2008-09 School Accountability Report Card
Published January 2010

Center Joint Unified School District
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**2009-10
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Contents

Principal's Message
Mission Statement
School Profile
Student Achievement
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Principal's Message

I'd like to welcome you to Oak Hill Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Oak Hill Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Oak Hill Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

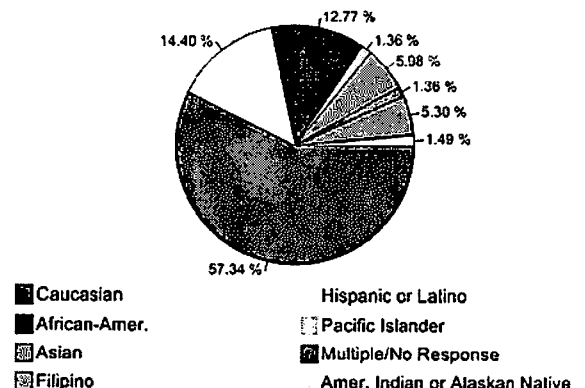
Mission Statement

At Oak Hill, we are a community who believe that education is the key to success in preparing for the future.

School Profile

Oak Hill Elementary School is located in the northern region of Antelope and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2008-09 school year, 736 students were enrolled, including 8% in special education, 15% qualifying for English Language Learner support, and 43% qualifying for free or reduced price lunch. Oak Hill Elementary School achieved a 2009 Academic Performance Index (API) score of 848 and met all 2009 Adequate Yearly Progress criteria.

Percentage of Students by Ethnicity
2008-09 Enrollment: 736



Student Achievement

National Assessment of Educational Progress (NAEP)
NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Center Joint Unified School District or Oak Hill Elementary School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
Reading				
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment

(CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Oak Hill Elementary School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	53	54	65	46	48	52	43	46	50
Math	64	67	64	45	47	49	40	43	46
Science	39	61	55	40	48	48	38	46	50
Social Science	0	0	0	35	36	41	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Oak Hill Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hispanic or Latino	Pacific Islander
Language Arts	54	*	67	68	68	61	*
Math	47	*	64	70	68	58	*
Science	39	*	*	60	*	56	
Social Science							

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels					
	Oak Hill Elementary School				
	Male	Female	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	59	69	36	54	58
Math	68	61	49	56	34
Science	53	56	*	53	43
Social Science					

Physical Fitness

In the spring of each year, Oak Hill Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	12.1	16.7	61.4
Seventh	-	-	-
Ninth	-	-	-

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2006	2007	2008
Statewide Rank	7	7	8
Similar Schools Rank	5	6	7

Results generated from 2006, 2007, and 2008 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	848	16	14	20
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	865	9	27	17
Other Subgroups				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	804	14	4	37
English Learners	*	*	*	*

Results generated from 2007, 2008, and 2009 Growth API Reports

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine

whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2008-09 AYP cycle, elementary and middle schools must achieve a 46% or higher proficiency rate in English/Language Arts and 47.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 650 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2008-09		
Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?		
AYP Indicator	OHES	CJUSD
Overall Results	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
Language Arts	Yes	No
Math	Yes	No
API Score 650 or Increase API by 1 point	Yes	Yes
Graduation Rate	N/A	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2008-09, Oak Hill Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	OHES	CJUSD
PI Status	N/A	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

N/A = not participating in Title I Program

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through an automated telephone message system, the school web site, the school marquee, flyers, emails, newsletters, parent conferences, and progress reports. Contact the PTA Board Member at (916) 338-6460 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Fundraising Activities
Room Parent
Tutoring

Committees

School Site Council
English Learner Advisory Council
Parent Teacher Association
District English Learner Advisory Council

School Activities

Back to School Night
Open House
Student Performances
Math Night
Movie Night
Reading Night
Recognition Assemblies
Math/Science Night
Spelling Bee
Geography Bee

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Oak Hill Elementary School's original facilities were built in 1994; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installation of new heating/air conditioning systems
- Replacement of windows

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One

day custodian and two evening custodians (one full-time and one part-time) are assigned to Oak Hill Elementary School. The day custodian is responsible for:

- Groundskeeping
- Lunch area setup/cleanup
- Restroom cleaning
- Miscellaneous cleaning

Restrooms are checked twice a day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Office Area Cleaning
- Classroom cleaning
- Common use area cleaning
- Restroom cleaning

The principal communicates with custodial staff on an as-needed basis concerning maintenance and school safety issues.

Campus Description	
Year Built	1994
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	15
Portable Classrooms	21
Restrooms (sets)	3
Computer Lab(s)	2
Staff Lounge(s)	1
Staff Work Room(s)	1
Auditorium	1
Multipurpose Room/Cafeteria	1
Outdoor Meal Area(s)	1
Playground(s)	2
Resource Room(s)	1
Library	1
Conference Room(s)	2

Deferred Maintenance

Oak Hill Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-09 school year, Oak Hill Elementary School received \$2,743 in deferred maintenance funds for the repair and/or maintenance of:

- Plumbing
- Other Systems

Facilities Inspection

The district's maintenance department inspects Oak Hill Elementary on an annual basis in accordance with Education Code §17592.72(c)(1). Oak Hill Elementary uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, October 27, 2009. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Tuesday, October 27, 2009			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)			✓
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Drakes Bay Room - Doors need latch guard; Mission 6 Room - Door needs paint, door and frame hinky.
(4)	Lake Tahoe Room - Hole in wall from broken pipe; Bodega Bay Room - Carpet seam falling in; Emerald Bay Room - Stained ceiling tiles in workroom; San Francisco Bay Room - Exterior wall needs paint, hole in wall; Shasta Room - Ceiling tiles stained and missing - workroom; Oyster Cove Room - Sheetrock scraped and ceiling tile stained; Mission 5 Room - Hole in wall by phone; Mission 6 Room - Stained ceiling tile; Tule Lake 2 Room - Torn ceiling tile, cracked light diffuser; Tule Lake 3 - Torn ceiling tiles, broken and missing light diffusers; Tule Lake 4 Room - Eve has peeling paint, torn ceiling tile, light diffuser missing; Multi-Purpose Room - Custodial room floors deteriorating.
(6)	Drakes Bay Room - One door has rust on exterior frame and gutter.
(7)	Mission 4 Room - Electric panel blocked.
(8)	Administration - Patio GFI missing cover; Bodega Bay Room - Light ballast; San Francisco Bay Room - Light ballasts; Mission 4 Room - Electric panel blocked.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, teachers supervise playground activity. Noon duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers and all administrators monitor student behavior to ensure a safe and orderly departure.

Oak Hill Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Oak Hill Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2009.

Classroom Environment

Discipline & Climate for Learning

Oak Hill Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	OHES		
	06-07	07-08	08-09
Suspensions (#)	52	40	28
Suspensions (%)	6.68 %	5.26 %	3.80 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	CJUSD Elementary Schools		
	06-07	07-08	08-09
Suspensions (#)	222	227	179
Suspensions (%)	9.15 %	9.80 %	7.97 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Oak Hill Elementary School revolve around the California State Content Standards and Frameworks. During the 2008-09 school year, Oak Hill Elementary School held three staff development days devoted to:

- Alignment of Curriculum to State Content Standards
- Data Analysis
- Instructional Strategies

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Oak Hill Elementary offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and

conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Oak Hill Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, August 19, 2009, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2/2009-10 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
Language Arts		
2002	SRA/McGraw-Hill, <i>SRA/Open Court Reading</i>	0 %
Math		
2008	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
Science		
2008	Harcourt School Publishers, <i>California Science</i>	0 %

Professional Staff

Counseling & Support Staff

Oak Hill Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Oak Hill Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus

and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09		
	No. of Staff	FTE
Computer Lab Technician	1	.5
Health Clerk	1	-
Librarian	1	1.5
Nurse	1	-
Occupational Therapist	1	-
Psychologist	1	.5
Speech Therapist	1	.5
Counselor	0	0

* as needed

FTE = Full-Time Equivalent

Teacher Assignment

During the 2008-09 school year, Oak Hill Elementary School had 38 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2008-09		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Oak Hill Elementary School	100.0 %	0.0 %
District Totals		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	OHES			CJUSD
	06-07	07-08	08-09	08-09
Total Teachers	40	38	38	266
Teachers with full credentials	40	38	38	261
Teachers without full credentials	0	0	0	5
Teachers in alternate routes to certification	N/A	0	0	7
Pre-Internship	N/A	0	0	0
Teachers with emergency permits	N/A	0	0	0
Teachers with waivers	N/A	0	0	0
Teachers teaching outside subject area	N/A	0	0	1
Total teacher misassignments	N/A	0	0	0
Teacher misassignments for English learners	N/A	0	0	0
Other misassignments of certificated staff	N/A	0	0	0
Teacher vacancies	N/A	0	0	0

Teacher Credentials & Assignments (cont'd)		
	OHES	CJUSD
	09-10	09-10
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	1
Teacher vacancies	0	0

Teacher Education Levels 2008-09		
	OHES	CJUSD
Doctorate	5.3 %	1.1 %
Master's degree plus 30 or more semester hours	7.9 %	9.8 %
Master's degree	5.3 %	13.5 %
Bachelor's degree plus 30 or more semester hours	81.6 %	71.8 %
Bachelor's degree	0.0 %	3.8 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$40,917
Mid-Range Teacher Salary	\$60,855	\$64,688
Highest Teacher Salary	\$77,786	\$82,849
Superintendent Salary	\$170,509	\$176,845
Average Principal Salaries:		
Elementary School	\$87,092	\$102,130
Percentage of General Fund Expenditures for:		
Teacher Salaries	45.1%	40.3%
Administrative Salaries	5.3%	5.9%

Expenditures Per Student

For the 2007-08 school year, Center Joint Unified School District spent an average of \$7,670 of total general funds to educate each student (based on 2007-08 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for

special programs. For the 2007-08 school year, the district received categorical, special education, and support programs funds for:

- Arts & Music Block Grant
- CA High School Exit Examination
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers (CPARP)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Improvement Program (SIP)
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
	OHES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	725	5077	N/A	N/A	N/A
Total**	\$5,389	\$8,364	64.44	N/A	N/A
Restr. †	\$682	\$2,724	25.04	N/A	N/A
Unrestr. ††	\$4,707	\$5,640	83.46	\$5,512	85.40
Avg. Teacher Salary	\$62,242	\$63,888	97.42	\$64,246	96.88

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Oak Hill Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Oak Hill Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Oak Hill Elementary School is North Highlands-Antelope Library, a branch of Sacramento Public

Library.

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

WebSite: <http://www.saclibrary.org>

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 10/2009. Those to prepare the school facilities section were acquired in 12/2009.

Center Joint Unified School District
Wilson C. Riles Middle School

Grades 6 through 8
Joyce Duplissea, Principal



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2008-09 School Accountability Report Card
Published January 2010

Center Joint Unified School District
8408 Watt Ave.
Antelope, CA 95843-9116
(916) 338-6400

Website Address
www.centerusd.k12.ca.us

2009-10
Board of Trustees
Nancy Anderson
Gary Blenner
Matthew Friedman
Libby Williams
Donald Wilson

District Administration
Scott Loehr
Superintendent
George Tigner
Chief Administrative Officer
Jeanne Bess
Director of Fiscal Services

Contents
Principal's Message
Mission Statement
School Profile
Student Achievement
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Principal's Message

I invite you to explore Wilson C. Riles Middle School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Wilson C. Riles Middle School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Wilson C. Riles Middle School is quite proud of its rigorous academic programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

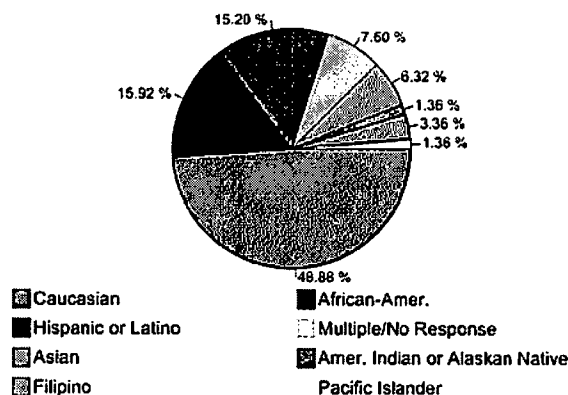
Mission Statement

The mission of Wilson C. Riles Middle School is to develop our students' academic, emotional, and social skills for success today and in the future.

School Profile

Wilson C. Riles Middle School is located in the northern region of Roseville and serves students in grades six through eight following a modified traditional calendar. At the beginning of the 2008-09 school year, 1250 students were enrolled, including 12% in special education, 7% qualifying for English Language Learner support, and 45% qualifying for free or reduced price lunch. Wilson C. Riles Middle School achieved a 2009 Academic Performance Index (API) score of 769.

Percentage of Students by Ethnicity
2008-09 Enrollment: 1250



Student Achievement

National Assessment of Educational Progress (NAEP)
NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Center Joint Unified School District or Wilson C. Riles Middle School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nr/>.

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
Reading				
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment

(CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Wilson C. Riles Middle School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	42	43	51	46	48	52	43	46	50
Math	37	38	39	45	47	49	40	43	46
Science	56	59	60	40	48	48	38	46	50
Social Science	40	36	40	35	36	41	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Wilson C. Riles Middle School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hispanic or Latino	Pacific Islander
Language Arts	36	39	48	52	62	43	39
Math	25	44	52	44	50	33	22
Science	44	*	68	63	53	43	*
Social Science	33	*	46	42	60	31	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Wilson C. Riles Middle School					
	Male	Female	Economically Disadvantaged	English Learners	Students with Disabilities	Migrant Educ.
Language Arts	42	52	5	43	9	
Math	38	40	12	33	8	
Science	53	58	18	44	10	
Social Science	36	41	0	28	4	

Physical Fitness

In the spring of each year, Wilson C. Riles Middle School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	-	-	-
Seventh	22.4	24.5	13.9
Ninth	-	-	-

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2006	2007	2008
Statewide Rank	5	6	6
Similar Schools Rank	4	2	3

Results generated from 2006, 2007, and 2008 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
	API Score	Increase/Decrease in API Score		
	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	769	-10	1	10
African-Amer.	710	16	6	-5
Amer. Indian or Alaskan Native	•	•	•	•
Asian	•	-24	•	•
Filipino	•	•	•	•
Hispanic or Latino	746	3	26	14
Pacific Islander	•	•	•	•
Caucasian	791	-16	-3	19
Students with Disabilities	•	•	-41	•
Economically Disadvantaged	730	-7	3	15
English Learners	•	•	•	•

Results generated from 2007, 2008, and 2009 Growth API Reports

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine

whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2008-09 AYP cycle, elementary and middle schools must achieve a 46% or higher proficiency rate in English/Language Arts and 47.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 650 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2008-09		
Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?		
AYP Indicator	WCRM	CJUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	No	No
Math	No	No
API Score 0 or Increase API by 0 point	Yes	Yes
Graduation Rate	N/A	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2008-09, Wilson C. Riles Middle School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	WCRM	CJUSD
PI Status	N/A	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

N/A = not participating in Title I Program

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through an automated telephone message system, the school web site, the school marquee, flyers, emails, newsletters, parent conferences, progress reports, and Homelink. Contact the school office at (916) 787-8100 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

After School Tutoring
Chaperone Field Trips
Library Volunteer
Office Volunteer
Book Fairs

Committees

School Site Council
Parent Teacher Association
District English Learner Advisory Council

School Activities

Back to School Night
Open House
Sports Events
Movie Nights
Parent Education Workshops
Parent Nights
8th Grade Dance at Sacramento State

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Wilson C. Riles Middle School's original facilities were built in 2005; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the custodian and principal inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and three evening custodians are assigned to Wilson C. Riles Middle School. The day custodians are responsible for:

- Office area cleaning
- Classroom cleaning
- Restroom cleaning
- Lunch area setup/cleanup

- Common area/general use cleaning
- Locker room cleaning

Restrooms are checked at least once per day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Multipurpose room cleaning
- Classroom cleaning
- Common/general use area cleaning
- Restroom cleaning
- Library cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	2005
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	28
Portable Classrooms	37
Restrooms (sets)	7
Computer Lab(s)	1
Gymnasium(s)	1
Staff Lounge(s)	1
Staff Work Room(s)	1
Multipurpose Room(s)	1
Art Room(s)	2
Music Room(s)	1
Library	1

Deferred Maintenance

Wilson C. Riles Middle School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-09 school year, Wilson C. Riles Middle School received \$76,217 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Heating/Air Conditioning Systems
- Interior/Exterior Painting
- Floor Systems
- Other Systems

Facilities Inspection

The district's maintenance department inspects Wilson C. Riles Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Wilson C. Riles Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, July 09, 2009. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Thursday, July 09, 2009			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✓			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, teachers, and the campus monitor patrol the campus, entrance areas, and designated common areas. Administrators, the campus monitor, and noon duty supervisors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, teachers, administrators, and the campus monitor monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Wilson C. Riles Middle is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Wilson C. Riles Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2009.

Classroom Environment

Discipline & Climate for Learning

Wilson C. Riles Middle School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	WCRM		
	06-07	07-08	08-09
Suspensions (#)	339	415	414
Suspensions (%)	25.68 %	31.85 %	33.12 %
Expulsions (#)	2	3	4
Expulsions (%)	0.15 %	0.23 %	0.32 %
	CJUSD Middle Schools		
	06-07	07-08	08-09
Suspensions (#)	339	415	414
Suspensions (%)	23.66 %	30.58 %	31.85 %
Expulsions (#)	2	3	4
Expulsions (%)	0.14 %	0.22 %	0.31 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	28.8	7	37	12
Math	30.6	1	25	14
Science	29.0	2	35	6
Social Science	29.4	3	34	11
Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	28.7	7	26	21
Math	31.5	1	18	17
Science	31.8	1	18	20
Social Science	32.0	2	16	25
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	26.0	14	32	10
Math	26.9	11	27	7
Science	30.5	•	26	11
Social Science	30.7	2	31	14

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Wilson C. Riles Middle School revolve around the California State Content Standards and Frameworks, and Best Practices. Early out Mondays are devoted to staff development including:

- Alignment of Curriculum to State Content Standards
- Data Analysis
- Instructional Strategies
- Classroom Management

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Wilson C. Riles Middle School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Wilson C. Riles Middle School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, August 19, 2009, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2/2009-10 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English/Language Arts with ELD Materials		
2009	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
History-Social Science		
2007	McDougal Littell, <i>McDougal Littell California Middle School Social Studies Series</i>	0 %
Math		
2008	Glencoe/McGraw-Hill, <i>California Algebra Readiness: Concepts, Skills, and Problem Solving</i>	0 %
2008	Glencoe/McGraw-Hill, <i>California Mathematics: Concepts, Skills & Problem Solving</i>	0 %
2008	Glencoe/McGraw-Hill, <i>Glencoe California Mathematics & Algebra 1: Concepts, Skills & Problem Solving</i>	0 %
Science		
2006	Holt, Rinehart and Winston, <i>Holt California Science: Earth, Life, and Physical Science @2007</i>	0 %

Professional Staff

Counseling & Support Staff

Wilson C. Riles Middle School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Wilson C. Riles Middle School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09		
	No. of Staff	FTE
Campus Monitor(s)	3	2.0
Counselor	2	1.5
Health Clerk	1	.6
Librarian	1	.6
Library Technician	1	1.0
Psychologist	1	1.0
Speech Therapist	1	.5

FTE = Full-Time Equivalent

Teacher Assignment

During the 2008-09 school year, Wilson C. Riles Middle School had 55 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2008-09		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB-Compliant Teachers
Wilson C. Riles Middle School	99.1 %	0.9 %
District Totals		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	WCRM			CJUSD
	06-07	07-08	08-09	08-09
Total Teachers	59	56	55	266
Teachers with full credentials	55	54	55	261
Teachers without full credentials	4	2	0	5
Teachers in alternate routes to certification	N/A	1	1	7
Pre-Internship	N/A	0	0	0
Teachers with emergency permits	N/A	1	0	0
Teachers with waivers	N/A	0	0	0
Teachers teaching outside subject area	N/A	0	0	1
Total teacher misassignments	N/A	0	0	0
Teacher misassignments for English learners	N/A	0	0	0
Other misassignments of certificated staff	N/A	0	0	0
Teacher vacancies	N/A	0	0	0

Teacher Credentials & Assignments (cont'd)		
	WCRM	CJUSD
	09-10	09-10
Total teacher misassignments	1	1
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	1
Teacher vacancies	0	0

Teacher Education Levels 2008-09		
	WCRM	CJUSD
Doctorate	1.8 %	1.1 %
Master's degree plus 30 or more semester hours	5.5 %	9.8 %
Master's degree	14.5 %	13.5 %
Bachelor's degree plus 30 or more semester hours	76.4 %	71.8 %
Bachelor's degree	1.8 %	3.8 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$40,917
Mid-Range Teacher Salary	\$60,855	\$64,688
Highest Teacher Salary	\$77,786	\$82,849
Superintendent Salary	\$170,509	\$176,845
Average Principal Salaries:		
Middle School	\$90,833	\$108,050
Percentage of General Fund Expenditures for:		
Teacher Salaries	45.1%	40.3%
Administrative Salaries	5.3%	5.9%

Expenditures Per Student

For the 2007-08 school year, Center Joint Unified School District spent an average of \$7,670 of total general funds to educate each student (based on 2007-08 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received categorical, special education, and support programs funds for:

- Arts & Music Block Grant
- CA High School Exit Examination
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers (CPARP)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Improvement Program (SIP)
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil (2007-08)					
	Dollars Spent per Student				
	WCRM	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	1229	5077	N/A	N/A	N/A
Total**	\$5,086	\$8,364	60.80	N/A	N/A
Restr.†	\$1,109	\$2,724	40.71	N/A	N/A
Unrestr.††	\$3,977	\$5,640	70.61	\$5,512	72.15
Avg. Teacher Salary	\$60,773	\$63,888	95.12	\$64,246	94.59

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Wilson C. Riles Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Wilson C. Riles Middle School's SARC and access the internet at any of the county's public libraries. The closest public library to Wilson C. Riles Middle School is North Highlands-Antelope Library, a branch of Sacramento Public Library.

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

WebSite: <http://www.saclibrary.org>

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 10/2009. Those to prepare the school facilities section were acquired in 12/2009.

Center Joint Unified School District Center High School

Grades 9 through 12
Mike Jordan, Principal



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Antelope, CA 95843-9111
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2008-09 School Accountability Report Card *Published January 2010*

Center Joint Unified School District
8408 Watt Ave.
Antelope, CA 95843-9116
(916) 338-6400

Website Address
www.centerusd.k12.ca.us

2009-10
Board of Trustees
Nancy Anderson
Gary Blenner
Matthew Friedman
Libby Williams
Donald Wilson

District Administration
Scott Loehr
Superintendent
George Tigner
Chief Administrative Officer
Jeanne Bess
Director of Fiscal Services

Contents
Principal's Message
Mission Statement
School Profile
Student Achievement
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
College Preparation & Work Readiness
Professional Staff
District Expenditures
SARC Data

Principal's Message

I invite you to explore Center High School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Center High School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Center High School is quite proud of its rigorous academic programs, strong vocational programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

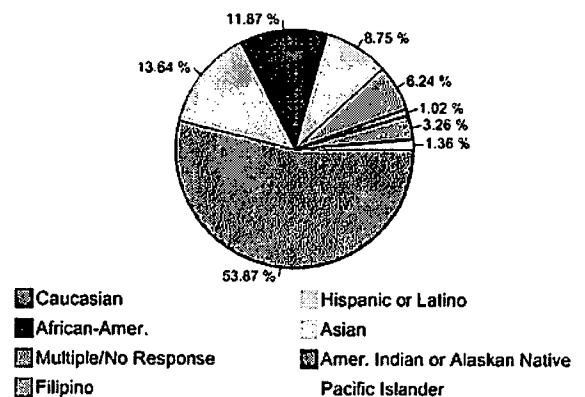
Mission Statement

The mission of Center High School is "To guide and encourage each student to become a productive, thoughtful, and responsible member of our multi-ethnic society, and to become actively involved in developing full potential as a unique human being." Center High School's motto is "The Home of Scholars and Champions".

School Profile

Center High School is located in the northern region of Antelope and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2008-09 school year, 1474 students were enrolled, including 12% in special education, 3% qualifying for English Language Learner support, and 35% qualifying for free or reduced price lunch. Center High School achieved a 2009 Academic Performance Index (API) score of 767 and met all 2009 Adequate Yearly Progress criteria.

Percentage of Students by Ethnicity
2008-09 Enrollment: 1474



Student Achievement

National Assessment of Educational Progress (NAEP)

NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Center Joint Unified School District or Center High School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nrf/>.

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpt5intrpts.pdf.

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
Reading				
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Center High School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	49	50	50	46	48	52	43	46	50
Math	45	46	44	45	47	49	40	43	46
Science	40	49	54	40	48	48	38	46	50
Social Science	38	42	48	35	36	41	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Center High School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Pacific Islander	Hispanic or Latino	Caucasian	
Language Arts	45	*	57	50	46	31	53
Math	31	*	61	40	45	*	45
Science	49	*	59	53	51	*	54
Social Science	40	*	56	56	37	*	51

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Center High School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	46	54	0	40	17	*
Math	48	41	27	39	24	*
Science	59	49	*	49	23	
Social Science	54	43	14	37	27	

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Center High School			CJUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	62.6	68.4	64.8	57.3	62.2	60.0	48.6	52.9	52.0
Math	71.4	71.5	65.9	63.7	65.4	61.1	49.9	51.3	53.3

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2008-09						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	35.2	31.1	33.7	34.3	41.1	24.6
Male	40.4	30.8	28.8	32.5	36.8	30.7
Female	30.9	31.4	37.8	35.8	44.7	19.5
African-Amer.	40.0	35.6	24.4	42.6	40.4	17.0
Amer. Indian or Alaskan Native	-	-	-	-	-	-
Asian	31.4	28.6	40.0	13.9	58.3	27.8
Filipino	25.0	50.0	25.0	50.0	25.0	25.0
Hispanic or Latino	43.8	20.8	35.4	46.0	34.0	20.0
Pacific Islander	-	-	-	-	-	-
Caucasian	31.8	31.2	37.0	30.3	40.6	29.1
English Learners	52.9	29.4	17.6	29.7	59.5	10.8
Economically Disadvantaged	45.9	28.7	25.4	44.5	37.5	18.0
Migrant Educ.	-	-	-	-	-	-
Students with Disabilities	82.1	10.7	7.1	88.2	8.8	2.9

* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 92% of Center High School's tenth grade students who took the test passed the math portion of the exam and 90% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Physical Fitness

In the spring of each year, Center High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pfi/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	-	-	-
Seventh	-	-	-
Ninth	24.9	33.0	25.8

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three-Year Rank Comparison			
	2006	2007	2008
Statewide Rank	8	8	7
Similar Schools Rank	9	9	8

Results generated from 2006, 2007, and 2008 Base API Reports

Academic Performance Index (API) Three-Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	767	-12	12	8
Ethnic Subgroups				
African-Amer.	727	-23	34	15
Amer. Indian or Alaskan Native	-	-	-	-
Asian	822	-	-	17
Filipino	-	-	-	-
Hispanic or Latino	732	-28	22	26
Pacific Islander	-	-	-	-
Caucasian	783	-8	15	-3
Other Subgroups				
Students with Disabilities	530	-	34	0
Economically Disadvantaged	721	-6	1	15
English Learners	-	-	-	-

Results generated from 2007, 2008, and 2009 Growth API Reports

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2008-09 AYP cycle, high schools must achieve a 44.5% or higher proficiency rate in English/Language Arts and 43.5% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 650 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83.1%.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2008-09		
Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?		
AYP Indicator	CHS	CJUSD
Overall Results	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
Language Arts	Yes	No
Math	Yes	No
API Score 650 or Increase API by 1 point	Yes	Yes
Graduation Rate	Yes	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2008-09, Center High School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program

designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	CHS	CJUSD
PI Status	N/A	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

N/A = not participating in Title I Program

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd, Automated Telephone Message System, school newsletters, school web site, school marquee, flyers, daily bulletins, email, letters, parent conferences, Blue and Gold newspaper, and progress reports. Contact the school office at (916) 338-6420 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone (School Dances & Field Trips)
Coaching Sports
Fundraising Activities
Tutoring

Committees

School Site Council
GATE Advisory Council
Athletic Booster Clubs
AVID Advisory Council
District English Learner Advisory Council
Migrant Education Advisory Council
WASC Committee
Cougar Boosters
Advisory Council for Academics

School Activities

Back to School Night
Open House
Student Performances
Student Orientation
Sports Events
Athletic Activities
Recognition Assemblies
School Activities
Spring Festival
Parent Forum Meeting

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Center High School's original facilities were built in 1982; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order

process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Upgraded parking lot to include ADA accessibility
- Upgraded perimeter of the athletic fields
- Replaced carpeting in auditorium & library
- Completion of a state-of-the-art stadium (2009-10)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and five evening custodians are assigned to Center High School. The day custodian is responsible for:

- Classroom cleaning
- Lunch area setup/cleanup
- Restroom cleaning
- Special event setup/cleanup

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Common area cleaning
- General use area cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff monthly concerning maintenance and school safety issues.

Campus Description	
Year Built	1982
Acreage	35
Square Footage	-
Quantity	
Permanent Classrooms	58
Portable Classrooms	15
Restrooms (sets)	3
Band Room	1
Computer Lab(s)	6
Gymnasium(s)	1
Staff Lounge(s)	1
Staff Work Room(s)	1
Cafeteria	1
Art Room(s)	1
Auditorium	1
Career Center	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio(s)	2
Resource Room(s)	2
Sports Stadium	1
Theater	1
Library	1
Dance Room	1
Media Communications Academy Lab	1
Wrestling Room	1

Deferred Maintenance

Center High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-09 school year, Center High School received \$81,863 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Heating/Air Conditioning Systems
- Interior/Exterior Painting
- Floor Systems
- Other Systems

Facilities Inspection

The district's maintenance department inspects Center High School on an annual basis in accordance with Education Code §17592.72(c)(1). Center High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, December 16, 2009. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, December 16, 2009			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage		✓	
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	MCA Room 300 - Door closer out of adjustment; Theater - Window boarded up - replacement on order; Gym/Locker Rooms - Interior door dragging.
(6)	MPR - Linoleum has bubble; Business 1 & Ceramics - Holes in wall; Business 5 & Art - Wall covering torn; Band Room - Ceiling tiles out of alignment; Science Bldg - Letters missing over door; Room 900 - Broken ceiling tile; Room 901 - Stained ceiling tile; Gym/Locker Rooms - Stained ceiling tile.
(10)	Administration - Fountain to be replaced during Christmas break.
(15)	MCA Room 303 - Newspaper publishing clutter; Theater - Clutter of scenery, etc., stage area.

Overall Summary of School Facility Good Repair Status				
Exemplary	Good	Fair	Poor	
✓				

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administration, teachers and the campus monitor patrol the campus, entrance areas, and designated common areas. Resource officers and campus monitor monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators, resource officer, and campus monitor monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Center High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Center High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2009.

Classroom Environment

Discipline & Climate for Learning

Center High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing

difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	CHS		
	06-07	07-08	08-09
Suspensions (#)	171	127	141
Suspensions (%)	10.43 %	7.77 %	9.57 %
Expulsions (#)	6	6	12
Expulsions (%)	0.37 %	0.37 %	0.81 %
	CJUSD High Schools		
	06-07	07-08	08-09
Suspensions (#)	262	180	263
Suspensions (%)	13.29 %	9.11 %	14.83 %
Expulsions (#)	12	6	12
Expulsions (%)	0.61 %	0.30 %	0.68 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2008-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	26.9	22	24	13
Math	27.8	15	16	18
Science	32.0	1	15	19
Social Science	30.0	9	11	22
Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	26.2	22	28	10
Math	27.2	10	25	15
Science	31.3	1	17	20
Social Science	28.7	6	22	15
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	25.8	20	26	7
Math	23.4	29	16	6
Science	29.8	1	22	11
Social Science	29.1	5	19	16

Dropouts

Center High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and

reduce dropout rates include monitoring CAHSEE test results and performance, parent conferences, counseling, independent study, referral to an alternative high school setting, concurrent enrollment in adult school or community college, CAHSEE prep classes, Student Study Teams, and Tutoring. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2007-08 data are the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) * 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	CHS		
	05-06	06-07	07-08
Dropout Rate	1.3%	1.5%	3.1%
Graduation Rate	97.1%	97.2%	95.2%
	CJUSD		
	05-06	06-07	07-08
Dropout Rate	1.4%	3.6%	4.1%
Graduation Rate	88.1%	88.6%	87.7%
	California		
	05-06	06-07	07-08
Dropout Rate	3.5%	4.4%	3.9%
Graduation Rate	83.4%	80.6%	80.2%

Graduation Requirements

Students must accumulate 220 course credits, pass the math portion of CAHSEE, pass the language arts portion of CAHSEE, and earn a passing grade in Algebra 1 to receive a high school diploma from Center High School. Alternative methods of acquiring a diploma are available through the Continuation School and Community day school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Center High School. The following table illustrates the percentage of students graduating from Center High School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements 2007-08		
Center High School	CJUSD	California
89.9 %	89.6 %	80.2 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published
 ** Most current information available

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Center High School revolve around the California State Content Standards and Frameworks. During the 2008-09 school year, Center High School held three staff development days devoted to:

- Alignment of Curriculum to State Content Standards
- Data Analysis
- Instructional Strategies

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Center High School supports ongoing professional growth throughout the year on weekly early release days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need.

Center High School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three Year Trend		
2006-07	2007-08	2008-09
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Center High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, August 19, 2009, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2/2009-10 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
2006	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Holt McDougal, <i>Modern World History: Patterns of Interaction</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
Language Arts		
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
Math		
2008	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2008	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2008	CPM Educational Program, <i>Geometry</i>	0 %
2008	CPM Educational Program, <i>Honors Algebra II</i>	0 %
2008	Houghton Mifflin, <i>Larson & Hostetler's Pre-Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
Science		
2008	Addison Wesley, <i>Conceptual Physics</i>	0 %
2008	Holt, <i>Visualizing Matter</i>	0 %
2008	Houghton Mifflin, <i>Chemistry</i>	0 %
2008	Pearson Prentice Hall, <i>Physics</i>	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all

eligible students are adequately prepared for University-level work. For general admission requirements please visit the UC website at www.universityofcalifornia.edu/admissions.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the CalState University Website at <http://www.calstate.edu/admission/>.

Students Enrolled in UC/CSU Courses 2007-08	
	%
Students enrolled in courses required for UC/CSU admission	58.7
Graduates who completed all courses required for UC/CSU admission	23.8

*Most current data available

Advanced Placement

In 2008-09, Center High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2008-09		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	—
English	1	2.2 %
Fine and Performing Arts	0	—
Foreign Language	0	—
Math	2	5.4 %
Science	1	1.6 %
Social Science	2	4.5 %
All Courses	6	13.7 %

Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the number of students enrolled in all courses will, and the number of students enrolled in AP courses may, exceed the actual student enrollment figure for the school.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. Upon enrollment and regularly thereafter, students meet with the Career Center advisor to discuss their four-year academic plan and are introduced to Center High School's technical and career education programs; the Career Center advisor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career

and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Center High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs
- Workability

Students enrolled in Center High School's career education programs are offered free transportation when needed to eliminate barriers that may interfere with students' efforts in acquiring job skills. Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects

Work experience students are partnered with local community organizations that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the Career Center advisor.

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

During the 2008-09 school year, Center High School offered the following career technical education programs as elective courses:

- Automotive
- Filmmaking
- Video production
- Desktop publishing
- Broadcasting technology
- Woodworking
- Fashion textiles and apparel
- Consumer education
- Food and nutrition
- Accounting/computer accounting
- Computer operations/computer science

Center High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Center High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP,

workability, partnership academies, and work experience, contact the Career Center advisor or visit the state's career technical website at <http://www.cde.ca.gov/ci/cv/>.

Career Technical Advisory Committee (ROP) 2008-09	
Advisory Committee Representative	Industry
Sacramento COE	Health Science and Medical Technology
Sacramento COE	Marketing, Sales, and Service
Sacramento COE	Public Services
Sacramento COE	Transportation

Career Technical Education (CTE) Program Participation 2008-09	
Total number of students participating in CTE programs	275
Percentage of students completing CTE program and earning a high school diploma	100.0 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100.0 %

Professional Staff

Counseling & Support Staff

Center High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Center High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Non-teaching Professional Staff) 2008-09		
	No. of Staff	FTE
Counselor	4	3.5
Librarian	1	1.0
Psychologist	1	1.0
Resource Officer	1	1.0
Speech Therapist	1	.5

FTE = Full-Time Equivalent

Teacher Assignment

During the 2008-09 school year, Center High School had 65 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low

poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2007-08		
	Taught by NCLB- Compliant Teachers	Taught by non-NCLB- Compliant Teachers
Center High School	97.9 %	2.1 %
District Totals		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	CHS			CJUSD
	06-07	07-08	08-09	08-09
Total Teachers	72	73	69	266
Teachers with full credentials	64	68	65	261
Teachers without full credentials	8	5	4	5
Teachers in alternate routes to certification	N/A	5	4	7
Pre-Internship	N/A	0	0	0
Teachers with emergency permits	N/A	0	0	0
Teachers with waivers	N/A	0	0	0
Teachers teaching outside subject area	N/A	0	0	1
Total teacher misassignments	N/A	0	0	0
Teacher misassignments for English learners	N/A	0	0	0
Other misassignments of certificated staff	N/A	0	0	0
Teacher vacancies	N/A	0	0	0

Teacher Credentials & Assignments (cont'd)		
	CHS	CJUSD
	09-10	09-10
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	1
Teacher vacancies	0	0

Teacher Education Levels 2008-09		
	CHS	CJUSD
Doctorate	0.0 %	1.1 %
Master's degree plus 30 or more semester hours	17.4 %	9.8 %
Master's degree	14.5 %	13.5 %
Bachelor's degree plus 30 or more semester hours	60.9 %	71.8 %
Bachelor's degree	7.2 %	3.8 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public.

For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$40,917
Mid-Range Teacher Salary	\$60,855	\$64,688
Highest Teacher Salary	\$77,786	\$82,849
Superintendent Salary	\$170,509	\$176,845
Average Principal Salaries:		
High School	\$104,763	\$117,805
Percentage of General Fund Expenditures for:		
Teacher Salaries	45.1%	40.3%
Administrative Salaries	5.3%	5.9%

Expenditures Per Student

For the 2007-08 school year, Center Joint Unified School District spent an average of \$7,670 of total general funds to educate each student (based on 2007-08 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received categorical, special education, and support programs funds for:

- Arts & Music Block Grant
- CA High School Exit Examination
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers (CPARP)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Improvement Program (SIP)
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant

- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
	CHS	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	1532	5077	N/A	N/A	N/A
Total**	\$5,508	\$8,364	65.85	N/A	N/A
Restr.†	\$1,010	\$2,724	37.09	N/A	N/A
Unrestr.††	\$4,497	\$5,640	79.74	\$5,512	81.59
Avg. Teacher Salary	\$61,138	\$63,888	95.70	\$64,246	95.16

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Center High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Center High School's SARC and access the internet at any of the county's public libraries. The closest public library to Center High School is North Highlands-Antelope Library, a branch of Sacramento Public Library.

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

WebSite: <http://www.saclibrary.org>

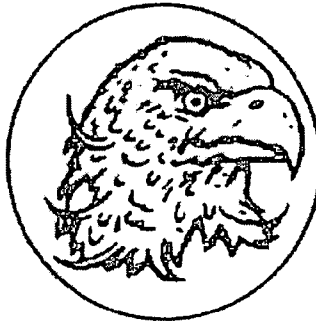
Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 10/2009. Those to prepare the school facilities section were acquired in 12/2009.

Center Joint Unified School District
McClellan High School

Grades 10 through 12
David DeArcos, Principal



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2008-09 School Accountability Report Card
Published January 2010

Center Joint Unified School District
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www.centerusd.k12.ca.us

2009-10
Board of Trustees
Nancy Anderson
Gary Blenner
Matthew Friedman
Libby Williams
Donald Wilson

District Administration
Scott Loehr
Superintendent
George Tigner
Chief Administrative Officer
Jeanne Bess
Director of Fiscal Services

Contents
Principal's Message
Mission Statement
School Profile
Student Achievement
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
College Preparation & Work Readiness
Professional Staff
District Expenditures
SARC Data

Principal's Message

I invite you to explore McClellan High School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

McClellan High School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high expectations for students. McClellan High School is quite proud of its rigorous academic, strong vocational, and great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

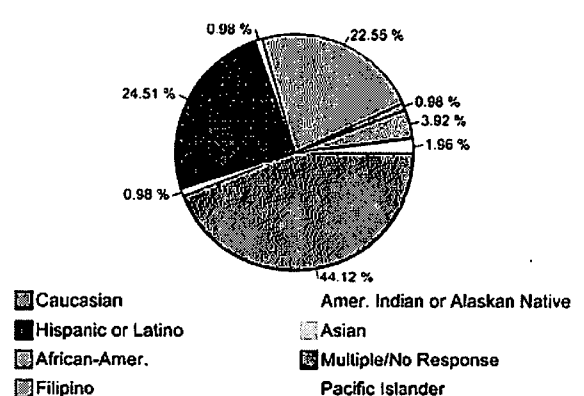
Mission Statement

The mission of McClellan High School is to provide an environment for students to develop integrity, responsibility and respect as they complete an academic plan leading to a high school diploma and post-secondary options in preparation for their adult lives.

School Profile

McClellan High School is located in the northern region of Antelope and serves students in grades ten through twelve following a modified traditional calendar. At the beginning of the 2008-09 school year, 102 students were enrolled, including 3% in special education, 3% qualifying for English Language Learner support, and 49% qualifying for free or reduced price lunch.

Percentage of Students by Ethnicity
2008-09 Enrollment: 102



Student Achievement

National Assessment of Educational Progress (NAEP)

NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Center Joint Unified School District or McClellan High School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nr/>.

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
Reading				
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	McClellan High School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	10	9	0	46	48	52	43	46	50
Math	13	0		45	47	49	40	43	46
Science	6	11	8	40	48	48	38	46	50
Social Science	4	9	6	35	36	41	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	McClellan High School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	0				0		0
Math	*						
Science	*						
Social Science	6				14		0

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	McClellan High School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	0	0	*	0	*	
Math						
Science			*			
Social Science	5	8	*	3	*	

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	McClellan High School			CJUSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	12.0	20.0	*	57.3	62.2	60.0	48.6	52.9	52.0
Math	24.1	36.0	*	63.7	65.4	61.1	49.9	51.3	53.3

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2008-09						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 13% of McClellan High School's tenth grade students who took the test passed the math portion of the exam and 64% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Academic Performance Index

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

Due to its small population and unique demographics, McClellan High School participates in the Alternative School Accountability Model (ASAM) as its measurement tool to determine schoolwide growth in academic proficiency. More information on the ASAM is provided in the following section of this report.

Alternative School Accountability Model

Schools that cannot participate in the API due to student population size may apply to participate in the Alternative School Accountability Model (ASAM). McClellan High

School has adopted ASAM, which is based on the results of standardized tests and other state board- and district-approved performance indicators. Alternative schools, like all schools, must seek to meet state standards of learning and achievement. Schools serving a majority of students who are at high risk for behavioral or educational failure, expelled or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts must also meet the challenge of addressing personal and social issues that confront students and interfere with their abilities to reach grade level standards. ASAM accurately reflects the growth of students enrolled in alternative schools based on multiple indicators of progress including academic performance as well as other aspects of growth.

McClellan High School's performance indicators used to evaluate progress are Suspension, Credit Completion, and High School Graduation. Collection of data to create baseline reports for comparison with other schools began in the 2001-02 school year. The ASAM table in this report illustrates the actual performance rates of McClellan High School's students in each category and corresponding performance rating (2008-09 results were not available at the time this report was published). A "Commendable" or "Sufficient" performance rating indicates a school met or exceeded expectations. "Growth Plan" indicates that the school is making obvious efforts to improve performance. For more information on ASAM, visit the state's website at www.cde.ca.gov/ta/ac/am/.

Alternative School Accountability Model (ASAM)		
Performance Indicators	Actual Performance Rate	Performance Standard Achieved
Suspension	47.3	Growth Plan
Credit Completion	90.8	Sufficient
High School Graduation	66.7	Growth Plan

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2008-09 AYP cycle, high schools must achieve a 44.5% or higher proficiency rate in English/Language Arts and 43.5% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 650 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83.1%.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2008-09		
Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?		
AYP Indicator	MHS	CJUSD
Overall Results	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
Language Arts	Yes	No
Math	Yes	No
API Score 0 or increase API by 0 point	No	Yes
Graduation Rate	Yes	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2008-09, McClellan High School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of

student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	MHS	CJUSD
PI Status	N/A	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

N/A = not participating in Title I Program

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed about upcoming events and school activities through an automated telephone message system, the school web site, Homelink, email, and progress reports. Contact the school office at (916) 338-6440 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Fundraising Activities
Community Service Activities
School Events
Career Presentations
Transportation to Off-Campus Sporting Events

Committees

School Site Council

School Activities

Back to School Night
Open House
Sports Events

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. McClellan High School's original facilities underwent a major renovation in 1992; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are

given the highest priority. In the last 12 months, the installation of new heating/air conditioning systems were completed.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. A day custodian is assigned to McClellan High School. The day custodian is responsible for:

- Classroom cleaning
- Restroom cleaning
- Lunch area setup/cleanup

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	-
Acreage	-
Square Footage	-
	Quantity
Permanent Classrooms	13
Portable Classrooms	1
Restrooms (sets)	2
Staff Lounge(s)	1
Staff Work Room(s)	1
Career Center	1
Multipurpose Room/Cafeteria	1
Outdoor Meal Area(s)	1

Deferred Maintenance

McClellan High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-09 school year, McClellan High School received \$7,850 in deferred maintenance funds for the repair and/or maintenance of:

- Heating/Air Conditioning Systems
- Other Systems

Facilities Inspection

The district's maintenance department inspects McClellan High School on an annual basis in accordance with Education Code §17592.72(c)(1). McClellan High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, June 18, 2009. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Thursday, June 18, 2009			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)			✓
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Room C7 - Door needs paint.
(4)	A Wing 2 - Ceiling tiles have holes and stains, hole in west wall; B Wing 3 - Holes in ceiling tiles, faucet should be replaced; C Wing Science - Holes in ceiling tiles, faucet should be replaced; Portable - Stained ceiling tiles; Rooms B4 & B5 - Holes in ceiling tiles; Room B6 - Holes in ceiling tiles, one hanging; Room C7 - Holes in ceiling tiles and missing; Room C10 - Holes in ceiling tiles; Room C11 - Ceiling tiles broken; Cafeteria/MPR - Three tables missing safety chains, exit light out.
(6)	Cafeteria/MPR - Cafeteria window cracked.
(7)	Room C7 - Fire detector dangling.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, custodian, and campus monitor patrol the campus, entrance areas, and designated common areas. The principal, custodian, and campus monitor monitor lunch time activity in the cafeteria and

common student activity areas. At the end of the day when students are dismissed, the principal, custodian, teachers, and the campus monitor monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

McClellan High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for McClellan High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2009.

Classroom Environment

Discipline & Climate for Learning

McClellan High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	MHS		
	06-07	07-08	08-09
Suspensions (#)	73	52	117
Suspensions (%)	54.89 %	42.98 %	114.71 %
Expulsions (#)	6	0	0
Expulsions (%)	4.51 %	0.00 %	0.00 %
	CJUSD High Schools		
	2006-07	2007-08	2008-09
Suspensions (#)	262	180	263
Suspensions (%)	13.29 %	9.11 %	14.83 %
Expulsions (#)	12	6	12
Expulsions (%)	0.61 %	0.30 %	0.68 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20

students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	11.9	8	•	•
Math	14.0	2	•	•
Science	13.8	4	•	•
Social Science	13.0	6	•	•
Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	15.6	8	•	•
Math	17.7	2	1	•
Science	19.3	4	•	•
Social Science	18.9	8	•	•
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	19.3	4	•	•
Math	•	•	•	•
Science	17.8	5	•	•
Social Science	18.3	6	•	•

Dropouts

McClellan High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include counseling, independent study, CAHSEE prep classes, Life Skills, and after-school sports. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2007-08 data are the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) * 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	MHS		
	05-06	06-07	07-08
Dropout Rate	4.3%	13.5%	6.6%
Graduation Rate	85.0%	84.2%	95.1%
	CJUSD		
	05-06	06-07	07-08
Dropout Rate	1.4%	3.6%	4.1%
Graduation Rate	88.1%	88.6%	87.7%
	California		
	05-06	06-07	07-08
Dropout Rate	3.5%	4.4%	3.9%
Graduation Rate	83.4%	80.6%	80.2%

Graduation Requirements

Students must accumulate 220 course credits, pass the math portion of CAHSEE, pass the language arts portion of CAHSEE, and earn a passing grade in Algebra 1 to receive a high school diploma from McClellan High School. Alternative methods of acquiring a diploma are available through the Adult school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at McClellan High School. The following table illustrates the percentage of students graduating from McClellan High School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2007-08**		
McClellan High School	CJUSD	California
84.8 %	89.6 %	80.2 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

** Most current information available

Curriculum & Instruction

Staff Development

All training and curriculum development activities at McClellan High School revolve around the California State Content Standards and Frameworks. During the 2008-09 school year, McClellan High School held three staff development days devoted to:

- Data analysis
- Instructional strategies

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. McClellan High School offers support to new and veteran teachers through peer coaching and

mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend:		
2006-07	2007-08	2008-09
3	3	3

Instructional Materials

All textbooks used in the core curriculum at McClellan High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, August 19, 2009, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2/2009-10 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Development		
2009	Hampton Brown, <i>EdgeTM</i>	0 %
History-Social Science		
2008	Globe Pearson, <i>American Government</i>	0 %
2006	Globe Pearson, <i>Economics</i>	0 %
2008	Pearson, <i>US History</i>	0 %
2008	Pearson AGS Globe, <i>World History</i>	0 %
Language Arts		
2007	AGS, <i>English for the World of Work</i>	0 %
2007	AGS, <i>English to Use</i>	0 %
2009	Holt, <i>Literature and Language Arts</i>	0 %
Math		
2009	Data Works, <i>Algebra 1</i>	0 %
Science		
2007	AGS, <i>Biology - Cycles of Life</i>	0 %
2007	AGS, <i>Earth Science</i>	0 %
2007	AGS, <i>Physical Science</i>	0 %
2008	AGS, <i>Physical Science</i>	0 %
2007	Pearson AGS Globe, <i>Environmental Science</i>	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. McClellan High School offers only those classes required to earn a high school diploma. Any students returning to a comprehensive high school setting will have the option to pursue four-year college required courses.

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply,

a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Workforce Preparation

Students in grades ten through twelve receive counseling from school personnel regarding career paths and courses of study. Upon enrollment, students meet with the counselor to discuss their four-year academic plan; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. McClellan High School offers Regional Occupational Programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school. Individual student assessment of work readiness skills takes place through end of course exams and completion of course-required projects. Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education.

Professional Staff

Counseling & Support Staff

McClellan High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to McClellan High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09		
	No. of Staff	FTE
Counselor	1	.5

FTE = Full-Time Equivalent

Teacher Assignment

During the 2008-09 school year, McClellan High School had 6 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic

subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2008-09		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
McClellan High School	100.0 %	0.0 %
District Totals		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	MHS			CJUSD
	06-07	07-08	08-09	08-09
Total Teachers	9	7	6	266
Teachers with full credentials	9	7	6	261
Teachers without full credentials	0	0	0	5
Teachers in alternate routes to certification	N/A	0	0	7
Pre-Internship	N/A	0	0	0
Teachers with emergency permits	N/A	0	0	0
Teachers with waivers	N/A	0	0	0
Teachers teaching outside subject area	N/A	0	0	1
Total teacher misassignments	N/A	0	0	0
Teacher misassignments for English learners	N/A	0	0	0
Other misassignments of certificated staff	N/A	0	0	0
Teacher vacancies	N/A	0	0	0

Teacher Credentials & Assignments (cont'd)		
	MHS	CJUSD
	09-10	09-10
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	1
Teacher vacancies	0	0

Teacher Education Levels 2008-09		
	MHS	CJUSD
Doctorate	0.0 %	1.1 %
Master's degree plus 30 or more semester hours	0.0 %	9.8 %
Master's degree	16.7 %	13.5 %
Bachelor's degree plus 30 or more semester hours	83.3 %	71.8 %
Bachelor's degree	0.0 %	3.8 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$40,917
Mid-Range Teacher Salary	\$60,855	\$64,688
Highest Teacher Salary	\$77,786	\$82,849
Superintendent Salary	\$170,509	\$176,845
Average Principal Salaries:		
High School	\$104,763	\$117,805
Percentage of General Fund Expenditures for:		
Teacher Salaries	45.1%	40.3%
Administrative Salaries	5.3%	5.9%

Expenditures Per Student

For the 2007-08 school year, Center Joint Unified School District spent an average of \$7,670 of total general funds to educate each student (based on 2007-08 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/csl/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received categorical, special

education, and support programs funds for:

- Arts & Music Block Grant
- CA High School Exit Examination
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers (CPARP)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Improvement Program (SIP)
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

county's public libraries. The closest public library to McClellan High School is North Highlands-Antelope Library, a branch of Sacramento Public Library.

Address: 4235 Antelope Road, Antelope
 Phone Number: (916) 264-2920
 WebSite: <http://www.saclibrary.org>
 Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 10/2009. Those to prepare the school facilities section were acquired in 12/2009.

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
	MHS	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	110	5077	N/A	N/A	N/A
Total**	\$11,105	\$8,364	132.78	N/A	N/A
Restr.†	\$3,194	\$2,724	117.28	N/A	N/A
Unrestr.††	\$7,911	\$5,640	140.26	\$5,512	143.53
Avg. Teacher Salary	\$56,327	\$63,888	88.17	\$64,246	87.67

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about McClellan High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access McClellan High School's SARC and access the internet at any of the

Center Joint Unified School District Antelope View Charter School

Grades 6 through 12
David DeArcos, Principal



3243 Center Court Lane
Antelope, CA 95843
PH: (916) 339-4690 FAX: (916) 339-4693

2008-09 School Accountability Report Card *Published January 2010*

Center Joint Unified School District
8408 Watt Ave.
Antelope, CA 95843-9116
(916) 338-6400

Website Address
www.centerusd.k12.ca.us

2009-10 Board of Trustees

Nancy Anderson

Gary Blenner

Matthew Friedman

Libby Williams

Donald Wilson

District Administration

Scott Loehr
Superintendent

George Tigner
Chief Administrative Officer

Jeanne Bess
Director of Fiscal Services

Contents

Principal's Message
Mission Statement
School Profile
Student Achievement
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
College Preparation & Work Readiness
Professional Staff
District Expenditures
SARC Data

Principal's Message

I'd like to welcome you to Antelope View Charter School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Antelope View Charter School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Antelope View Charter School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

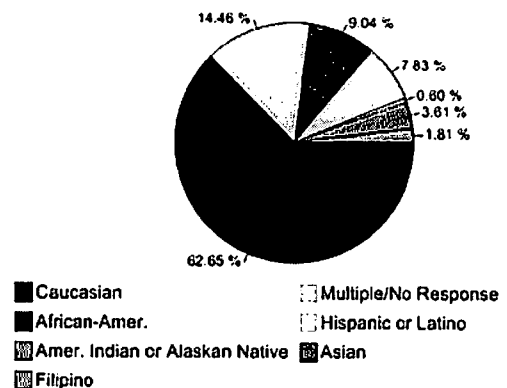
Mission Statement

Antelope View Charter School; nurturing exemplary citizens through quality education.

School Profile

Antelope View Charter School is located in the northwestern region of Antelope and serves students in grades six through twelve following a modified traditional calendar. At the beginning of the 2008-09 school year, 166 students were enrolled, including 7% in special education and 41% qualifying for free or reduced price lunch. Antelope View Charter School achieved a 2009 Academic Performance Index (API) score of 664.

Percentage of Students by Ethnicity
2008-09 Enrollment: 166



Student Achievement

National Assessment of Educational Progress (NAEP)

NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Center Joint Unified School District or Antelope View Charter School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nr/>.

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
Reading				
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Antelope View Charter School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	34	41	42	46	48	52	43	46	50
Math	12	21	21	45	47	49	40	43	46
Science	19	41	32	40	48	48	38	46	50
Social Science	33	24	28	35	36	41	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Antelope View Charter School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	44	*	*	*	41	*	42
Math	19	*	*	*	24	*	21
Science	*	*	*	*	38	*	28
Social Science	*	*	*	*	38	*	23

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Antelope View Charter School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	35	48		38	*	
Math	24	19		24	*	
Science	24	43		27	*	
Social Science	30	27		21	*	

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels								
Antelope View Charter School			CJUSD			California		
06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2008-09						
English			Math			
Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced	

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 91% of Antelope View Charter School's tenth grade students who took the test passed the math portion of the exam and 89% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Physical Fitness

In the spring of each year, Antelope View Charter School is required by the state to administer a physical fitness test to all students in grade seven and grade nine. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pfi.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	-	-	-
Seventh	17.6	29.4	23.5
Ninth	15.8	26.3	10.5

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2006	2007	2008
Statewide Rank	2	4	3
Similar Schools Rank	1	8	4

Results generated from 2006, 2007, and 2008 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score	Increase/Decrease in API Score		
	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	664	87	-11	-5
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	670	136	-39	-9
Other Subgroups				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	665	111	*	*
English Learners	*	*	*	*

Results generated from 2007, 2008, and 2009 Growth API Reports

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2008-09 AYP cycle, high schools must achieve a 44.5% or higher proficiency rate in English/Language Arts and 43.5% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 650 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83.1%.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2008-09		
Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?		
AYP Indicator	AVCS	CJUSD
Overall Results	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
Language Arts	Yes	No
Math	Yes	No
API Score 0 or increase API by 0 point	Yes	Yes
Graduation Rate	No	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2008-09, Antelope View Charter School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of

student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/act/ti/.

Title I Program Improvement (PI) Status		
	AVCS	CJUSD
PI Status	N/A	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

N/A = not participating in Title I Program

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through an automated telephone message system, the school web site, email, letters, parent conferences, and progress reports. Contact the office manager at (916) 339-4690 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Office Helper

Committees

WASC Committee
Charter Board
School Site Advisory Council

School Activities

Open House
Academic Award Assemblies
Field Day

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Antelope View Charter School's original facilities were built in 1984; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are

given the highest priority. In the last 12 months, the following improvements have been completed:

- Exterior painting projects
- Installation of new heating/air conditioning systems
- Installation of new roofing system
- Installation of new kiln room for ceramics
- Replacement of worn flooring/carpeting (2009-10)
- Replacement of sidewalks (2009-10)
- Refurbish softball field and track (2009-10)

Every morning before school begins, the custodian and principal inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian is assigned to Antelope View Charter School. The day custodian is responsible for:

- Classroom & office cleaning
- Restroom cleaning
- General grounds maintenance

Restrooms are checked three times a day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1984
Acreage	15
Square Footage	-
Quantity	
Permanent Classrooms	5
Portable Classrooms	7
Restrooms (sets)	1
Computer Lab(s)	1
Gymnasium(s)	2
Staff Lounge(s)	1
Staff Work Room(s)	1
Art Room(s)	1
Music Room(s)	1

Deferred Maintenance

Antelope View Charter School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-09 school year, Antelope View Charter School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Antelope View Charter School on an annual basis in accordance with Education Code §17592.72(c)(1). Antelope View Charter School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent

school inspection took place on Tuesday, December 15, 2009. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Tuesday, December 15, 2009			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)		✓	
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage		✓	
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Administration - Door and frame scratched; Room 6 - Window has round BB hole; Room 15 - Door dragging; Room 16 - Window broken, replacement on order; Room 16 - Door hinge bent.
(4)	Room 1 - Cracked floor tiles; Room 12 - Bldg had a fire on one wall, under repair by contractor; Room 14 - Vertex wall board has tear in fabric covering; Room 21 - Carpet threadbare; Room 23 - Wall board torn.
(6)	Room 2 - Stained ceiling tile; Room 9 - Broken ceiling tile; Room 11 - Ceiling tiles stained; Room 12 - Bldg had a fire on one wall, under repair by contractor; Room 24 - Light defuser cracked.
(7)	Room 12 - Bldg had a fire on one wall, under repair by contractor.
(8)	Room 12 - Bldg had a fire on one wall, under repair by contractor.
(9)	Teacher's Lounge - Ants on kitchen sink.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the business manager monitors the entrance areas, and designated common areas. The principal, business manager, and office manager monitor lunch time activity in the common student activity areas. At the end of the day when students are dismissed, the principal, business manager, and office manager monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Antelope View Charter School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Antelope View Charter School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with staff in January 2009.

Classroom Environment

Discipline & Climate for Learning

Antelope View Charter School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	AVCS		
	06-07	07-08	08-09
Suspensions (#)	15	0	5
Suspensions (%)	5.68 %	0.00 %	3.01 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	CJUSD High Schools		
	06-07	07-08	08-09
Suspensions (#)	262	180	263
Suspensions (%)	13.29 %	9.11 %	14.83 %
Expulsions (#)	12	6	12
Expulsions (%)	0.61 %	0.30 %	0.68 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	27.3	10	8	7
Math	22.3	7	4	3
Science	19.3	8	3	•
Social Science	28.4	2	11	3
Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	•	10	•	•
Math	101.0	•	•	2
Science	•	•	•	•
Social Science	•	•	•	•
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	7.5	2	•	•
Math	28.7	4	•	2
Science	•	•	•	•
Social Science	•	•	•	•

Dropouts

Antelope View Charter School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, independent study, CAHSEE prep classes, consulting class, Parent Link, Student Success Team meetings, Monday school, and adequate

academic progress. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2007-08 data are the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) * 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	AVCS		
	05-06	06-07	07-08
Dropout Rate	0.0%	17.9%	11.8%
Graduation Rate	0.0%	88.9%	78.6%
	CJUSD		
	05-06	06-07	07-08
Dropout Rate	1.4%	3.6%	4.1%
Graduation Rate	88.1%	88.6%	87.7%
	California		
	05-06	06-07	07-08
Dropout Rate	3.5%	4.4%	3.9%
Graduation Rate	83.4%	80.6%	80.2%

Graduation Requirements

Students must accumulate 220 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Antelope View Charter School. Alternative methods of acquiring a diploma are available through the Continuation School for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Antelope View Charter School. The following table illustrates the percentage of students graduating from Antelope View Charter School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2007-08**		
Antelope View Charter School	CJUSD	California
100.0 %	89.6 %	80.2 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

** Most current information available

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Antelope View Charter School revolve around the California State Content Standards and Frameworks. During the 2008-09 school year, Antelope View Charter School held three staff development days devoted to:

- Data Analysis
- Instructional Strategies

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Antelope View Charter School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Antelope View Charter School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, August 19, 2009, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2/2009-10 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English/Language Arts with ELD Materials		
2009	Pearson Prentice Hall, <i>Pearson Literature CA Reading and Language</i>	0 %
History-Social Science		
2006	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Holt McDougal, <i>Modern World History: Patterns of Interaction</i>	0 %
2007	Houghton Mifflin, <i>Houghton Mifflin History-Social Science</i>	0 %
2007	McDougal Littell, <i>McDougal Littell California Middle School Social Studies Series</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
Language Arts		
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
2002	SRA/McGraw-Hill, <i>SRA/Open Court Reading</i>	0 %
Math		
2008	CPM Educational Program, <i>Algebra Connections</i>	0 %
2008	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2008	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2008	CPM Educational Program, <i>Geometry</i>	0 %
2008	CPM Educational Program, <i>Honors Algebra II</i>	0 %
2008	Glencoe/McGraw-Hill, <i>California Algebra Readiness: Concepts, Skills, and Problem Solving</i>	0 %
2008	Harcourt School Publishers, <i>Harcourt Math © 2002</i>	0 %
2008	Houghton Mifflin, <i>Larson & Hostetler's Pre-Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
Science		
2008	Addison Wesley, <i>Conceptual Physics</i>	0 %
2008	Harcourt School Publishers, <i>California Science</i>	0 %
2008	Holt, <i>Visualizing Matter</i>	0 %
2006	Holt, Rinehart and Winston, <i>Holt California Science: Earth, Life, and Physical Science @2007</i>	0 %
2008	Houghton Mifflin, <i>Chemistry</i>	0 %
2008	Pearson Prentice Hall, <i>Physics</i>	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Students Enrolled in UC/CSU Courses 2007-08*	
	%
Students enrolled in courses required for UC/CSU admission	45.4
Graduates who completed all courses required for UC/CSU admission	0

*Most current data available

Advanced Placement

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. Antelope View Charter School did not offer any advanced placement courses during the 2008-09 school year. Students returning to the comprehensive high school environment may participate in honors

and advanced placement courses based upon individual academic proficiency levels.

Workforce Preparation

Antelope View Charter School does not offer vocational education courses on campus. Career education and work readiness opportunities are available through elective courses. Students may participate in Regional Occupational Programs (ROP) offered off campus through the 49th Regional Occupational Program Center. A variety of ROP courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Professional Staff

Counseling & Support Staff

Antelope View Charter School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Antelope View Charter School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09		
	No. of Staff	FTE
Counselor	1	.5
Nurse	1	.
Psychologist	1	.
Resource Officer	1	.
Speech Therapist	1	.

* as needed

FTE = Full-Time Equivalent

Teacher Assignment

During the 2008-09 school year, Antelope View Charter School had 10 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2008-09		
	Taught by NCLB- Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Antelope View Charter School	93.3 %	6.7 %
District Totals		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	AVCS			CJUSD
	06-07	07-08	08-09	08-09
Total Teachers	19	15	11	266
Teachers with full credentials	15	12	10	261
Teachers without full credentials	4	3	1	5
Teachers in alternate routes to certification	N/A	3	1	7
Pre-Internship	N/A	0	0	0
Teachers with emergency permits	N/A	0	0	0
Teachers with waivers	N/A	0	0	0
Teachers teaching outside subject area	N/A	0	1	1
Total teacher misassignments	N/A	0	0	0
Teacher misassignments for English learners	N/A	0	0	0
Other misassignments of certificated staff	N/A	0	0	0
Teacher vacancies	N/A	0	0	0

Teacher Credentials & Assignments (cont'd)		
	AVCS	CJUSD
	09-10	09-10
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	1
Teacher vacancies	0	0

Teacher Education Levels 2008-09		
	AVCS	CJUSD
Doctorate	0.0 %	1.1 %
Master's degree plus 30 or more semester hours	18.2 %	9.8 %
Master's degree	27.3 %	13.5 %
Bachelor's degree plus 30 or more semester hours	45.5 %	71.8 %
Bachelor's degree	9.1 %	3.8 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided

average salary data from school districts having similar average daily attendance throughout the state. (Note: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$40,917
Mid-Range Teacher Salary	\$60,855	\$64,688
Highest Teacher Salary	\$77,786	\$82,849
Superintendent Salary	\$170,509	\$176,845
Average Principal Salaries:		
High School	\$104,763	\$117,805
Percentage of General Fund Expenditures for:		
Teacher Salaries	45.1%	40.3%
Administrative Salaries	5.3%	5.9%

Expenditures Per Student

For the 2007-08 school year, Center Joint Unified School District spent an average of \$7,670 of total general funds to educate each student (based on 2007-08 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received categorical, special education, and support programs funds for:

- Arts & Music Block Grant
- CA High School Exit Examination
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers (CPARP)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Improvement Program (SIP)
- School Safety & Violence Prevention,

Grades 8-12

- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2007-08					
Dollars Spent per Student					
	AVCS	CJUSD	% Diff. School & Dist.	State Avg. Dist. Same Size & Type	% Diff. School & State
ADA*	196	5077	N/A	N/A	N/A
Total**	\$7,026	\$8,364	84.00	N/A	N/A
Restr.†	\$384	\$2,724	14.10	N/A	N/A
Unrestr.††	\$6,641	\$5,640	117.74	\$5,512	120.49
Avg. Teacher Salary	\$62,094	\$63,888	97.19	\$64,246	96.65

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Antelope View Charter School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Antelope View Charter School's SARC and access the internet at any of the county's public libraries. The closest public library to Antelope View Charter School is North Highlands-Antelope Library, a branch of Sacramento Public Library.

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

WebSite: <http://www.saclibrary.org>

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 10/2009. Those to prepare the school facilities section were acquired in 12/2009.

Center Joint Unified School District Global Youth Charter High School

Grades 9 through 12
Addie Ellis, Principal



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2008-09 School Accountability Report Card *Published January 2010*

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2009-10 Board of Trustees

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Contents

Principal's Message
Mission Statement
School Profile
Student Achievement
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
College Preparation & Work Readiness
Professional Staff
District Expenditures
SARC Data

Principal's Message

I'd like to welcome you to Global Youth Charter High School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Global Youth Charter High School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students received a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Global Youth Charter High School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

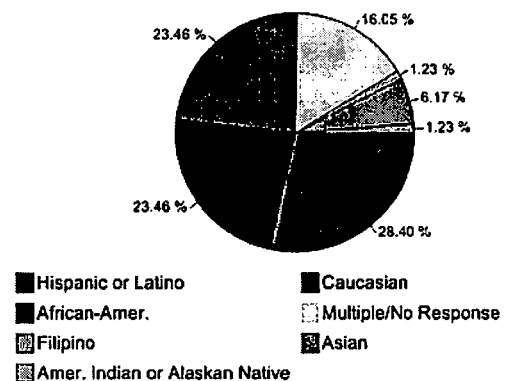
Mission Statement

To provide educational opportunities for students that will include the ability to complete college coursework simultaneously while meeting California State Curriculum Standards.

School Profile

Global Youth Charter High School is located in the northern region of Antelope and serves students in grades nine through twelve following a modified traditional calendar. At the beginning of the 2008-09 school year, 81 students were enrolled, including 48% qualifying for free or reduced price lunch.

Percentage of Students by Ethnicity
2008-09 Enrollment: 81



Student Achievement

National Assessment of Educational Progress (NAEP)

NAEP is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in math, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and math are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English Language Learners (ELL) are reported based on three levels (identified, excluded, and assessed).

In the following table, only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either Center Joint Unified School District or Global Youth Charter High School. Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the NAEP web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. Information on the differences between NAEP and CST can be found on the CDE NAEP web page at <http://www.cde.ca.gov/ta/tg/nr/>.

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpk15intrpts.pdf.

National Assessment of Educational Progress - State of California Student Performance Levels Reading 2007 & Math 2009 Grades Four & Eight					
	All Students				
	Average Scale Score		Percent at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading					
Fourth Grade	209	220	30	18	5
Eighth Grade	251	261	41	20	2
Math					
Fourth Grade	232	239	41	25	5
Eighth Grade	270	282	36	18	5

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
Reading				
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	66%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Global Youth Charter High School			District			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
Language Arts	39	39	41	46	48	52	43	46	50
Math	5	11	7	45	47	49	40	43	46
Science	0		21	40	48	48	38	46	50
Social Science	5	17	12	35	36	41	33	36	41

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Global Youth Charter High School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Fillpino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	38	*	*	*	35		56
Math	4	*	*	*	5		12
Science	*	*	*	*			
Social Science	0	*	*	*			*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels						
	Global Youth Charter High School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	25	54		32		
Math	3	10		6		
Science	22			25		
Social Science	13	12		14		

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels								
	Global Youth Charter High School			CJUSD			California	
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08 08-09
Language Arts	*	38.5	50.0	57.3	62.2	60.0	48.6	52.9 52.0
Math	*	23.1	35.0	63.7	65.4	61.1	49.9	51.3 53.3

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2008-09						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	50.0	40.0	10.0	65.0	20.0	15.0
Male	52.9	35.3	11.8	70.6	11.8	17.6
Female	*	*	*	*	*	*
African-Amer.	*	*	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
Caucasian	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	42.9	42.9	14.3	57.1	21.4	21.4
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 67% of Global Youth Charter High School's tenth grade students who took the test passed the math portion of the exam and 92% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Physical Fitness

In the spring of each year, Global Youth Charter High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pl/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2008-09			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	-	-	-
Seventh	-	-	-
Ninth	22.2	18.5	59.3

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2006	2007	2008
Statewide Rank	7 *	2 *	4 *
Similar Schools Rank	N/A	N/A	N/A

Results generated from 2006, 2007, and 2008 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
	API Score	Increase/Decrease in API Score		
	2009	2006-07	2007-08	2008-09
Schoolwide - All Students	*	-116	55	17
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	*	*	*	*
Students with Disabilities	*	*	*	*
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*

Results generated from 2007, 2008, and 2009 Growth API Reports

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2008-09 AYP cycle, high schools must achieve a 44.5% or higher proficiency rate in English/Language Arts and 43.5% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 650 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 83.1%.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2008-09		
<i>Did the school and district meet or exceed 2009 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	GYCHS	CJUSD
Overall Results	Yes	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	No
Math	Yes	No
API Score	Yes	Yes
<i>0 or Increase API by 0 point</i>		
Graduation Rate	Yes	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2008-09, Global Youth Charter High School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program

designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	GYCHS	CJUSD
PI Status	N/A	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		N/A
% of Schools Currently Identified for PI		N/A

N/A = not participating in Title I Program

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through an automated telephone message system, the school newspaper, school newsletters, the school web site, flyers, email, letters, parent conferences, and progress reports. Contact the school office at (916) 339-4680 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Office Helper
Chaperone
Fundraising Activities
Organize Field Trips
Order Supplies
Student Activities

Committees

Athletic Booster Clubs
Parent Teacher Student Club
School Advisory Committee

School Activities

Back to School Night
Open House
Parent Education Workshops
Dinners
Food Drives
Talent Show
Book Fair
Earth Day

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Global Youth Charter High School's original facilities were built in 1986; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Exterior painting projects
- Replacement of worn flooring
- Replacement of paneling on walls in classrooms
- Remodeling of restrooms
- Exterior painting projects (2009-10)
- Replacement of worn flooring (2009-10)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian is assigned to Global Youth Charter High School. The day custodian is responsible for:

- Classroom cleaning
- Restroom cleaning
- Lunch area setup/cleanup
- Special events setup/cleanup

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1986
Acreage	-
Square Footage	-
Quantity	
Permanent Classrooms	18
Portable Classrooms	0
Restrooms (sets)	1
Computer Lab(s)	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio(s)	1
Playground(s)	1
Staff Lounge/Work Room(s)	1

Deferred Maintenance

Global Youth Charter High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2008-09 school year, Global Youth Charter High School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Global Youth Charter High School on an annual basis in accordance with Education Code §17592.72(c)(1). Global Youth Charter High uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, July 14, 2009. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2008-09, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Tuesday, July 14, 2009			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)			✓
4. Interior Surfaces (Walls, Floors, & Ceilings)			✓
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)		✓	
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(2)	Room 29 - Store room very messy.
(3)	MP Room - Skylight cracked; Room 37 - Front door handle worn out; Room 35 - Door handle loose; Room 34 - Door dragging; Room 31 - Drapes shabby, couches in room; Room 28 - Door dragging - old round door knob.
(4)	Kitchen - Floor chipped and stained; MP Room - Tile job not finished, locker room light cover bad, locker room graffiti; Room 50 - Ceiling tile stained, light cover missing, carpet bad; Room 38 - Ceiling tile stained and torn; Room 35 - Vertex torn; Room 34 - Vertex torn, missing blocker between buildings; Room 27 - Light diffuser missing.
(5)	Kitchen - Kitchen cleaners rinse additive bleach, etc.
(6)	Room 33 - Blocker between buildings missing and brush growing there.
(7)	Room 31 - Fire extinguisher too high; Room 29 - Store room very messy.
(8)	Room 35 - Duplex cover missing.
(10)	Room 50 - Drinking fountain on irrigation line - no back check controlled by grounds, off for safety.
(15)	Room 29 - Store room very messy.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal and teachers patrol the campus, entrance areas, and designated common areas. The principal, custodians, and parent volunteers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day, the principal and office staff monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Global Youth Charter High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Global Youth Charter High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in February 2009.

Classroom Environment

Discipline & Climate for Learning

Global Youth Charter High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	GYCHS		
	06-07	07-08	08-09
Suspensions (#)	3	1	0
Suspensions (%)	6.25 %	1.33 %	0.00 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	CJUSD High Schools		
	2006-07	2007-08	2008-09
Suspensions (#)	262	180	263
Suspensions (%)	13.29 %	9.11 %	14.83 %
Expulsions (#)	12	6	12
Expulsions (%)	0.61 %	0.30 %	0.68 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by

subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	48.0	•	•	1
Math	•	•	•	•
Science	•	•	•	•
Social Science	48.0	•	•	1
Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	21.8	•	2	•
Math	20.3	1	2	•
Science	•	•	•	•
Social Science	16.5	3	1	•
Subject	2008-09			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	15.0	4	•	•
Math	15.5	3	1	•
Science	20.0	2	1	•
Social Science	16.5	2	•	•

Dropouts

Global Youth Charter High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, parent conferences, counseling, independent study, referral to an alternative high school setting, CAHSEE prep classes, Concurrent enrollment in adult school or community college, Home visits, and Online credit recovery systems. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2007-08 data are the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. 2006-07 was the first year that dropout rates were derived from actual student-level data reported to the state by the school district. For the 2005-06 school year, dropout rates were calculated using the one-year rate formula: (adjusted grades 9-12 dropouts / grades 9-12 enrollment) * 100. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	GYCHS		
	05-06	06-07	07-08
Dropout Rate	0.0%	2.1%	5.3%
Graduation Rate	0.0%	0.0%	100.0%
	CJUSD		
	05-06	06-07	07-08
Dropout Rate	1.4%	3.6%	4.1%
Graduation Rate	88.1%	88.6%	87.7%
	California		
	05-06	06-07	07-08
Dropout Rate	3.5%	4.4%	3.9%
Graduation Rate	83.4%	80.6%	80.2%

Graduation Requirements

Students must accumulate 220 course credits, pass the math portion of CAHSEE, pass the language arts portion of CAHSEE, and earn a passing grade in Algebra 1 to receive a high school diploma from Global Youth Charter High School. Alternative methods of acquiring a diploma are available through the Continuation School and Community day school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Global Youth Charter High School. The following table illustrates the percentage of students graduating from Global Youth Charter High School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2007-08**		
Global Youth Charter High School	CJUSD	California
100.0 %	89.6 %	80.2 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

** Most current information available

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Global Youth Charter High School revolve around the California State Content Standards and Frameworks. During the 2008-09 school year, Global Youth Charter High School held three staff development days devoted to:

- Data Analysis
- Instructional Strategies

Decisions concerning selection of staff development activities are performed by the principal and grade level representatives using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Global Youth Charter High School offers support to new and veteran teachers through peer coaching and mentoring.

All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2006-07	2007-08	2008-09
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Global Youth Charter High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, August 19, 2009, the Center Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2/2009-10 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2009-10 school year, Center Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
History-Social Science		
2008	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Holt McDougal, <i>Modern World History: Patterns of Interaction</i>	0 %
2006	McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
Language Arts		
2009	Pearson Prentice Hall, <i>English Language Arts</i>	0 %
Math		
2008	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2008	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2008	CPM Educational Program, <i>Geometry</i>	0 %
2008	CPM Educational Program, <i>Honors Algebra II</i>	0 %
2008	Houghton Mifflin, <i>Larson & Hostetler's Pre-Calculus</i>	0 %
2008	McDougal Littell, <i>Algebra II</i>	0 %
Science		
2008	Addison Wesley, <i>Conceptual Physics</i>	0 %
2008	Holt, <i>Visualizing Matter</i>	0 %
2008	Houghton Mifflin, <i>Chemistry</i>	0 %
2008	Pearson Prentice Hall, <i>Physics</i>	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. Global Youth Charter High School partners with American River College (ARC) to provide an educational alternative for students who have the desire to advance their education. Students attend high school for part of their school day as well as the community college. Upon completion of high school, students have the ability to complete 1) units to transfer to a four-year college or university; 2) an Associate's Degree; 3) a certificate in a vocational career field.

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Advanced Placement

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. Global Youth Charter High School did not offer any advanced placement courses during the 2008-09 school year because of students' ability to take courses at ARC.

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the principal and teachers to discuss their four-year academic plan and are introduced to Global Youth Charter High School's technical and career education programs; the principal and teachers meet twice a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Global Youth Charter High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Regional Occupational Programs

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects

Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

Career Technical Advisory Committee (ROP) 2008-09	
Advisory Committee Representative	Industry
Sacramento COE	Health Science and Medical Terminology
Sacramento COE	Marketing, Sales and Service
Sacramento COE	Public Services
Sacramento COE	Transportation

Professional Staff

Counseling & Support Staff

Global Youth Charter High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Global Youth Charter High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2008-09		
	No. of Staff	FTE
Counselor	1	*
Nurse	1	*
Psychologist	1	*
Resource Officer	1	*
Speech Therapist	1	*

* as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2008-09 school year, Global Youth Charter High School had 4 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2008-09		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Global Youth Charter High School	100.0 %	0.0 %
District Totals		
All Schools	98.6 %	1.4 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	GYCHS			CJUSD
	06-07	07-08	08-09	08-09
Total Teachers	2	3	4	266
Teachers with full credentials	2	2	4	261
Teachers without full credentials	0	1	0	5
Teachers in alternate routes to certification	N/A	2	1	7
Pre-Internship	N/A	0	0	0
Teachers with emergency permits	N/A	0	0	0
Teachers with waivers	N/A	0	0	0
Teachers teaching outside subject area	N/A	0	0	1
Total teacher misassignments	N/A	0	0	0
Teacher misassignments for English learners	N/A	0	0	0
Other misassignments of certificated staff	N/A	0	0	0
Teacher vacancies	N/A	0	0	0

Teacher Credentials & Assignments (cont'd)		
	GYCHS	CJUSD
	09-10	09-10
Total teacher misassignments	0	1
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	1
Teacher vacancies	0	0

Teacher Education Levels 2008-09		
	GYCHS	CJUSD
Doctorate	0.0 %	1.1 %
Master's degree plus 30 or more semester hours	0.0 %	9.8 %
Master's degree	0.0 %	13.5 %
Bachelor's degree plus 30 or more semester hours	100.0 %	71.8 %
Bachelor's degree	0.0 %	3.8 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data

from school districts having similar average daily attendance throughout the state. (Note: 2007-08 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2007-08		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$40,917
Mid-Range Teacher Salary	\$60,855	\$64,688
Highest Teacher Salary	\$77,786	\$82,849
Superintendent Salary	\$170,509	\$176,845
Average Principal Salaries:		
High School	\$104,763	\$117,805
Percentage of General Fund Expenditures for:		
Teacher Salaries	45.1%	40.3%
Administrative Salaries	5.3%	5.9%

Expenditures Per Student

For the 2007-08 school year, Center Joint Unified School District spent an average of \$7,670 of total general funds to educate each student (based on 2007-08 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Center Joint Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received categorical, special education, and support programs funds for:

- Arts & Music Block Grant
- CA High School Exit Examination
- California Instructional School Garden
- California Peer Assistance & Review Program for Teachers (CPARP)
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Partnership Academies Program
- Professional Development Block Grant
- Pupil Retention Block Grant
- Regional Occupation Centers and Programs (ROC/P)
- School & Library Improvement Block Grant
- School Improvement Program (SIP)
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Title I
- Title II

- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
			% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
	GYCHS	CJUSD			
ADA*	75	5077	N/A	N/A	N/A
Total**	\$16,288	\$8,364	194.74	N/A	N/A
Restr.†	\$4,685	\$2,724	172.01	N/A	N/A
Unrestr.††	\$11,603	\$5,640	205.71	\$5,512	210.51
Avg. Teacher Salary	\$1	\$63,888	0.00	\$64,246	0.00

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Global Youth Charter High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Global Youth Charter High School's SARC and access the internet at any of the county's public libraries. The closest public library to Global Youth Charter High School is North Highlands-Antelope Library, a branch of Sacramento Public Library.

Address: 4235 Antelope Road, Antelope

Phone Number: (916) 264-2920

WebSite: <http://www.saclibrary.org>

Number of Computers Available: 21

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Center Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in 10/2009. Those to prepare the school facilities section were acquired in 12/2009.

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Dudley Elementary

Date: 1/21/10

To: Center Unified Board of Trustees

From: Lisa Coronado

Action Item X

Information Item

Attached Pages 85

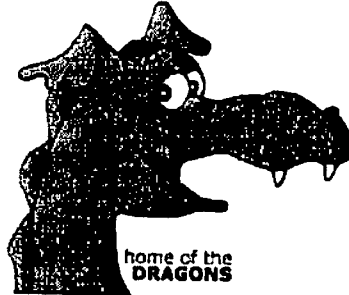
Principal's Initials: lc

SUBJECT:

**Approve 2009/2010 Safe School and Emergency Preparedness Plan -
Dudley**

CONSENT AGENDA

Arthur S. Dudley Elementary School



Academically Sound, College Bound

Safe School

And

Emergency Preparedness Plan

**Center Unified School District
Antelope, CA**

Revised 2009-2010 School Year

TABLE OF CONTENTS

Table of Contents.....	2
Emergency Preparedness Plan – Signature Sheet.....	3
Emergency Preparedness Plan – Objective	4
Mission Statements	5
Off Site Evacuation.....	6
Emergency Phone Numbers.....	7
Communications.....	8
Drills	8
Incident Command System	9
Incident Command Flowchart.....	10
Incident Command Descriptions	12
Staff Special Skills/Health Concerns	17
CRISIS READINESS	
Building Evacuation.....	20
Evacuation of School Grounds.....	21
School Evacuation Instructions.....	21
Lock Down Procedure	22
Hazardous Materials Evacuation or In-Place Sheltering	23
Chemicals.....	23
Early Dismissal.....	23
Release of Students to Parents	24
Student Release Form	25
Informing Parents.....	26
Bomb Threat Procedures	28
Receiving Bomb Threat	30
Threatening Phone Call Form	32
Domestic or Civil Disturbance	33
Intruder or Hostage Situation	34
Procedure to Deal with Civil Disturbances	34
Kidnapping/Attempted Kidnapping.....	36
Death/Suicide.....	36
Fire	37
Flood.....	39
Earthquake.....	40
Wind and Other Types of Severe Weather	41
Medical Emergencies	42
First Aid Instructions.....	43
ACTION PLAN	
Physical Environment, Description and Goals	55
School Climate, Description and Goals	59
POLICIES AND REPORTING	
Child Abuse Reporting Law.....	Appendix A
Child Abuse Reporting Form.....	Appendix B
Uniform Complaint Procedures.....	Appendix C
Hate Crime	Appendix D
Discrimination/Harassment	Appendix E
Suspendable Offenses	Appendix F
SITE SPECIFIC ITEMS	
Staff List	Appendix G
Staff Voicemail	Appendix H
Utility Shut-off and Fire Escape Map.....	Appendix I
District Schools Map.....	Appendix J
Room Life/Injury Survey	Appendix K

Emergency Preparedness Plan Signature Sheet

Dudley Elementary School'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
<u>Lisa Coronado</u>	Principal	<u>[Signature]</u>
<u>Claudia Seark</u>	1st grade teacher	<u>[Signature]</u>
<u>Venessa Mason</u>	4 th grade teacher	<u>[Signature]</u>
<u>1000 SILVERMAN</u>	Counselor	<u>[Signature]</u>
<u>Sandra Rodriguez</u>	Secretary	<u>[Signature]</u>
<u>Amber Christensen</u>	SSC Parent	<u>[Signature]</u>

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 emergence 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.

Center 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.

Dudley Elementary Mission Statement

Dudley's goal is to ensure that every student leaving Dudley will be a critical thinker, a creative problem solver, and able to work effectively with others.

Each member of the Dudley community:

- Believes that every child and adult deserves to learn in a safe environment.
- Respects each person's dignity, and encourages learning and participation in the school community.
- Creates a school environment that enables all community members to learn.
- Is accountable, responsible, and performance driven, regardless of age.
- Makes effective decisions to enhance learning and strengthen communication.

Evacuation Off-Site Partnership

Antelope View Charter School / Global Youth Charter School

Contact: David DeArcos / Addie Ellis

Phone: 339-4690 / 339-4680

Directions:

From Aztec Way go LEFT on Elverta

Turn RIGHT on Watt Avenue

Turn RIGHT on Center Court Lane

End at Antelope View Charter School and Global Youth Charter School

** A shortcut through Lone Oak Park on Elverta may be used if the Charter Schools are called in advance.

EMERGENCY PHONE NUMBERS

- Sheriff/Fire Department: 911
- Twin Rivers Police Department: (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):
 - Craig Deason, Assistant Superintendent: (916) 338-7580
 - Kim Rogers, Staff Secretary: (916) 338-6337
 - Carol Surryhne, Assistant Superintendent's Secretary: (916) 338-6417
- 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

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 shall be assigned to each of the following people:

**Principal
Secretary
Day Custodian
Night Custodian
Noon Duty Aide
Resource Teacher
Counselor
Operations Chiefs
Planning Chiefs
Logistics Chiefs
Incident Commanders**

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, Twin Rivers Police Department, and the Superintendent.

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 Twin Rivers Police Department as necessary.

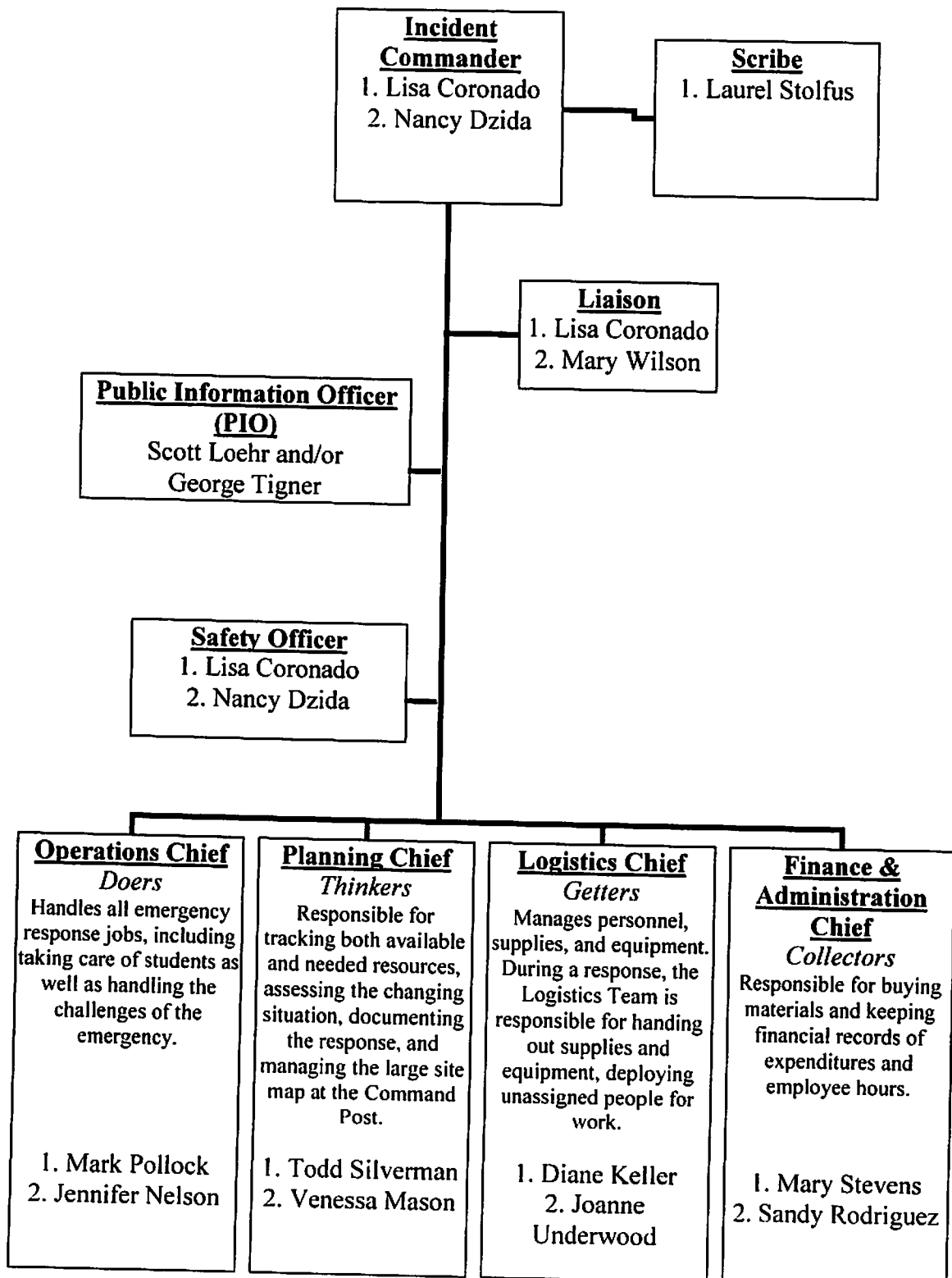
INCIDENT COMMAND SYSTEM

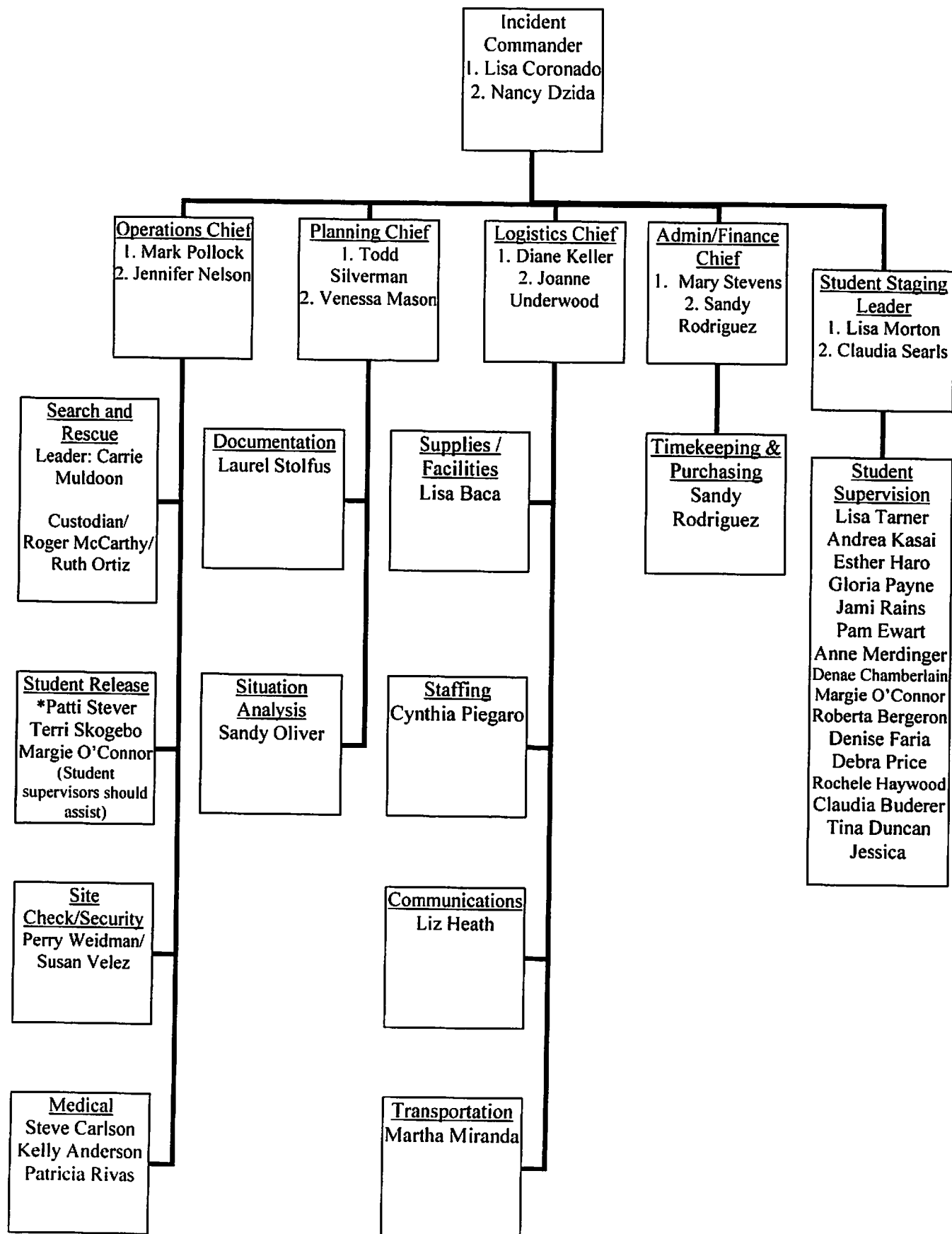
The Incident Command System (ICS), is a nationally recognized organizational structure that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during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

**Dudley Elementary School
Incident Command System**





Dudley Elementary Incident Command Descriptions

Incident Commander: The Incident Commander is the overall leader during an emergency incident. The Incident Commander makes decisions based on the information and suggestions being provided from the Liaison and ICS Section Chiefs.

- Assume Command
- Establish the Command Post
- 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 action reports

Operations Chief: The Operations Chief manages the members of the operations team. The chief reports directly to the Liaison. This group is the "Doers" they perform the "hands on" response.

- Immediately report to Command Post
- Supervise and direct activities of all groups assigned to Operations through the Team Leaders
- Identify alternate staging areas as needed (to IC and Logistics)
- Identify alternate 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

Planning Chief: The Planning Intelligence Chief will report directly to the Incident Commander and may stay with the Incident Commander throughout the crisis. This team will gather information to assist with medium/long-range planning related to the ongoing incident and school recovery issues. They will arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/ services.

- 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.
- With Ops, gather incident information and updates from 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
- Maintain an activity log (scribe) and write after-action report

Logistics Chief: The Logistics Chief manages the team and reports directly to the Liaison. This team is responsible for obtaining any needed resource, communication, food and water, and transportation.

- 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, busses/cars as required by Operations
- Establish and maintain communications (radios, bullhorns, etc.)
- Stage resources (or Team Leaders) 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 and activity log (scribe) and write after-action report

Admin/Finance Chief

- Report to Command Post if directed to do so; otherwise, provide finance duties as 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 after-action report
- Checks attendance for that day for both students and adults

Liaison: The liaison is the link between the Incident Commander and the Section Chiefs. The liaison may provide general information to the

Incident Commander but does not make command decisions. The liaison is also the contact person/link for other community agencies.

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. The scribe stays with the Incident Commander at all times. The scribe will maintain a written record of the incident including actions taken, actions reported to the Incident Commander, time, names, dates, etc.

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. 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) process, 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.

Student Release: This team will all supervise the release of students. They will document the persons picking up students. They 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. 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. They will gather information regarding attendance from the Admin/Finance Team. When parents begin arriving, the Team Leader will call up the rest of the team and 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. If evacuating the site, before leaving the school grounds, the Student Release Team will post a notice 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.

Site Check/Security Team: Members of this team 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. The site check/security team will notify the utility companies of a break or suspected break in utilities. 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.

Medical Team: Members of this team 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 should be in an area that gives 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. Also, get the name of the ambulance company and the badge # of the ambulance personnel.

Documentation: This person will collect, evaluate and document information about the development of the incidents and the status of resources.

Situation Analysis: The person in charge of situation analysis will provides ongoing analysis of situation and resources status - *What if...*

Supplies/Facilities: This person will locate and provide facilities, equipment, supplies and materials as needed.

Staffing: The person in charge of staffing will stage and coordinate assignment of personnel.

Communications: This person will work to ensure that a communication system is in place (phones, walkie-talkies, etc). They will communicate crisis progress or changes within the site and with District Office

Transportation: Responsibilities for this person include: arranging for buses, supervising loading and moving of buses, or arranging alternative forms of transportation as needed. The Operations Chief will direct the team to move students off campus, if necessary.

Timekeeping & Purchasing: This person will maintain accurate records of staff hours and of purchases.

Student Supervision Team: This team supervises all students unless otherwise assigned. Other teachers who have designated responsibilities that take them away from their class will be reporting to a member of the student supervision team before they leave their class in their care. This team 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.

STAFF SPECIAL SKILLS / HEALTH CONCERNS

Dudley Elementary

Staff Emergency Information

1/4/10

Staff Member	Phone Number	Health Concerns	Special Skills
Kindergarten			
Baca, Lisa		Blocked out Confidential Information	
Dzida, Nancy			
Kasai, Andrea			
Skogebo, Terri			
Turner, Lisa			
1st Grade			
Anderson, Kelly			
Haro, Esther			
Morton, Lisa			
Piegaro, Cynthia			
Pollock, Mark			
Wilson, Mary			
SDC			
Faria, Denise			
2nd Grade			
Nelson, Jennifer			
Payne, Gloria			
Rains, Jami			
Searls, Claudia			
Velez, Susan			

Staff Member
3rd Grade
Ewart, Pam
Merdinger, Anne
Muldoon, Carrie
Ortiz, Ruth
Stolfus, Laurel
Underwood, Joanne
4th Grade
Chamberlain, Denae
Mason, Venessa
O'Connor, Margie
Carlson, Steve
5th Grade
Bergeron, Roberta
McCarthy, Roger
Weidman, Perry
Other Certificated
Coronado, Lisa
Keller, Diane
Silverman, Todd
Haywood, Rochele
Price, Debra
Kirkland, Rosina
Classified
Miranda, Martha

Rodriguez, Sandy
Stevens, Mary
Buderer, Claudia
Palavivatana, Jimmy
Zakharchuk, Petr
Tongol, Efren
Kaminaga, Reiko
Duong, Linh
Smolin, Vera
Munoz, C.J.
Sharma, Christina
Kraft, Laura
Heath, Liz
Stever, Patti
Nelipovich, Luda
Davis, Linda
Raghunath, Ranjana
Caton, Becky
Henry, Jessica
Duncan, Tina
Rivas, Patricia
Harmon, Elizabeth
Meek, Erika
Nelson, Julie

CRISIS RESPONSE

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 Antelope View Charter / Global Youth Charter, 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 to return. They will need to verify data collected by the monitoring crews and consider the advice of the health officials concerned.

BUILDING EVACUATION

1. The blacktop/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.
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 his/her regular class, s/he will remain with that class until it is deemed safe for the student to return to his/her regular class.
8. Upon reaching the assembly area, teachers shall take attendance. Any absences should immediately be reported to the Principal or Vice-Principal. Necessary first aid should be performed. Students and teachers shall await further instructions. ICS automatically kicks in at this point.
9. The site check/security team 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 cannot be occupied following an evacuation, it may be necessary to evacuate the school grounds. We will evacuate to Antelope View Charter / Global Youth Charter Schools.

The principal will call the Superintendent. Before leaving the school grounds, the Student Release Team will post a notice 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.

When evacuating to Antelope View Charter / Global Youth Charter, the students will walk quickly, quietly, and in single file down Aztec towards Elverta, away from the Arbors housing complex. They will cross Elverta at the stoplight. After crossing, they will go left towards Watt Avenue. Students will walk through Lone Oak Park to the back entrance of Antelope View Charter / Global Youth Charter. If busses are available, students will board on Aztec.

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

SCHOOL EVACUATION INSTRUCTIONS

Exit the Building

- Exit when the fire alarm sounds or when 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 Student Supervision Leader 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 they 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 to the blacktop/field either to board busses or to walk to Antelope View Charter / Global Youth Charter Schools.

LOCKDOWN PROCEDURE

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.

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.

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.

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. Any other adult showing up may stay **WITH** the student, but he/she will **NOT** be permitted to leave with them. This clipboard is to remain with the teacher during any building evacuation exercise including a fire drill.

PRIOR to the **APPROVED** adult taking the student, a release form must be filled out and signed. (See student release form.)

Teachers must stay with the students until all their 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 # _____

STUDENTS UNACCOUNTED FOR

Teacher's
Name _____ Grade _____ Room _____

Students unaccounted for:

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. Since the Emergency Response Plan is too long to mail out to all parents, the entire plan will be available in the office for parental review. We will send home parts of this plan to obtain their help

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 ANTELOPE VIEW CHARTER SCHOOL, located next to Center High School on Center Court Lane. 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. Please make sure the information on the emergency card includes everyone you would permit to pick up your child. Bused students will only be returned home during regular times and only if it is deemed safe.
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 anyone you want to pick up your child during an emergency. Students will NOT be released to ANYONE not listed on this card.
4. Make sure your child is familiar with the people he/she may leave with 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 Designee.

4. Call the Sacramento County Sheriff (911) and ask for a sheriff's unit to be dispatched to the school.

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 the Sheriff's unit 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.
 - 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 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 roll sheet and 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 (announcement over the intercom or on the bullhorn) 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.

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:

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
	Middle-Aged

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: _____
(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._____

No._____

Home Address_____

Address_____

Date:_____

Dept Phone

Home

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 cannot get to the communication system, he/she should attempt to send a note out the door with a student. 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 note from a student or other adult should immediately lock all doors, inform the office, and close the blinds.
4. If there is another teacher, adult, or student who can safely make a call, call the office at 338-6470. The office's number should be visibly posted near phone.
5. Immediately brief the students to sit down and be quiet 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 will verbally announce call for a lock down over the intercom. 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.
8. Office will immediately dial 911.
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 announce one's self.

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 intruder alert. 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 designate 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.
4. Teachers will go in the opposite direction of the intruder
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).
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.
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 SUPPORTED 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.

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 designee shall sound the alarm.

1. When the signal is sounded, the teaching staff will proceed to the evacuation assembly area (blacktop/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 Student Supervision Leader.

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 district maintenance department 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 principal. This list must be updated and distributed to the staff annually.

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 office filing cabinet.

The general emergency number 9-1-1 will be explained each year to all school personnel, and this number will be readily visible on all telephones.

A first aid kit shall be maintained in the office and rotated. 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. The first aid kits are to be used only in cases of emergency.

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 that requires an evacuation, a medical station will be set up by the Medical Team in between the upper M-rooms and the Child Development Center buildings. If evacuation is not necessary, the nurse's station and/or the multi-purpose room will be used.

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

1. 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.
2. If victim's tongue obstructs airway:
 - Tilt the head
 - Jut the jaw forward
3. 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.
4. Continue Artificial Respiration until victim begins to breathe for him/herself or until help arrives.
5. 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 or 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 for new and updated information

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.

PHYSICAL ENVIRONMENT

The Schools' Location and Physical Environment

Dudley Elementary School is located in the Antelope area of Sacramento County that has an average crime rate and average poverty level. The immediate area around the school includes single family dwellings, apartments, and parks. There are no significant safety hazards in the immediate vicinity of the school.

Description of School Ground

Dudley Elementary School was built in the 1950's and has since received upgrades and portable classrooms. The buildings have numerous corridors which surround both a California History Center and a Nature Center. The playground is grass, concrete and asphalt and includes basketball and four square courts, a play structure, baseball diamonds and soccer goals. Dudley Elementary is completely enclosed by a fence with gates which are kept locked during school hours. There are several wings and clusters of classrooms including both permanent and re-locatable classrooms. Other ancillary structures include: office, cafeteria, restrooms, library, teacher work room, storage sheds and a day care facility.

During the school day, staff members and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

It shall be the practice of Dudley Elementary 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 is scheduled to be renovated in the next few years using state approved bond money. Scheduled improvements include: bringing the campus up to current ADA specifications, fire/life/safety upgrades, and painting. The architectural plans for this renovation have already been completed. 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 classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The pupils take pride in the appearance of the school.

Internal Security Procedures

Dudley Elementary has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures, and an inventory system.

Keeping reportable crimes at a minimum requires constant vigilance. The following strategies will be utilized in achieving this goal: provide effective school supervision, and identify and provide preventative programs and activities such as the WE TIP Hotline and security cameras.

Dudley Elementary maintains a copy of the district's sexual harassment policy in the main office/principal's office and the policy is available on request. The District's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils.

Included in this Safe School Plan is a school map established by the School Site Council indicating safe entrance and exit areas for pupils, parents and school employees

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session

Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.

Pupil conduct standards and consequences for Dudley Elementary School are specifically described in this Comprehensive Schools Safety Plan including: (a) the adopted school discipline rules and procedures, (b) District Disciplinary Guidelines, and (c) the 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.

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. Dudley Elementary employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

Additional internal security procedures affecting the integrity of the school facility include: school wide intercom system and 2-way radios.

Community involvement is encouraged to help increase school safety.

Inventory System – Engraved ID, Security Storage

Most school-site equipment has a metal ID tag or a 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.

The Physical Environment

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

The following objectives were developed as the result of feedback from students, staff and parents on our Safe School Survey.

Objective #1: Each member of the Incident Command Team will have a disaster kit filled with supplies that will be needed by their team during an emergency situation.

Related Activities

- Teams will determine necessary supplies
- The site administrator will create the disaster kits
- The site administrator will meet with each team to go through the disaster kits
- Determine which team member will be responsible for the kit

Objective #2: 100% of staff will understand the Safety Plan procedures and their role in the Incident Command System.

Related Activities

- Staff training will occur during staff meetings
- The entire school population will participate in practice drills at least once monthly
- A mock disaster will be held in May 2010

Objective #3: Site staff will work to increase student safety during arrival and dismissal times and when walking to and from school.

Related Activities

- Staff will review the duty schedule and post staff in areas that are a safety concern
- Twin Rivers Police Department will be asked to monitor the streets around the school during arrival and dismissal times
- The site administrator will apply for a speed bump to be installed in front of the school
- During dismissal in the cafeteria, the "in" door and "out" door will be re-established
- The gate leading down the main hall will be closed before school
- Students will be made aware, through written communication and assemblies, that they can receive a consequence for inappropriate behavior that occurs while going to or leaving school
- Students will be encouraged to report inappropriate behavior that occurs while walking to or from school
- Parents will be made aware, through the weekly automated message and newsletters, of common concerns that occur during arrival and dismissal

SCHOOL CLIMATE

The School's Social Environment

Leadership at Dudley Elementary is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to developing Dudley Elementary toward excellence in the areas of academic and social behavior.

The principal sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning.

Disaster Procedures, Routine and Emergency

A contingency plan for emergencies is contained in a handbook available to each staff member. The plan is reviewed throughout the school year. This plan also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System (SEMS).

Classroom Organization and Structure

Dudley Elementary teachers provide a varied learning environment in their classrooms. Teachers use a variety of teaching strategies.

The teachers at Dudley Elementary are highly qualified, with many teachers holding advanced degrees. The staff is united in their desire to provide quality education for all pupils. Classrooms and teachers provide safe, orderly learning environments, enhance the experience of learning, and promote positive interactions amongst pupil and staff. Instructional time is maximized and disruptions are minimized.

The School's Cultural Environment

There is a high level of cohesiveness among the staff members at Dudley. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner that promotes safety and order. Pupils are encouraged to bring problems to the principal, counselor, teacher or other staff members. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern.

The academic and behavior efforts of pupils are recognized and rewarded.

The School Climate

An action plan for people and programs reflecting the school's social environment

Objective #1: As indicated on the Safety Survey, 80% of students will feel safe and secure at school as a result of staff cohesively communicating clear and consistent school rules and expectations and reinforcing safe practices.

Related Activities:

- Review conflict mediation steps such as "The Three Steps" with students during class and assemblies
- Investigate instituting student conflict mediators
- Parents will be directed to the Student Handbook in the weekly automated message and school newsletter
- A staff meeting will be used to review all staff duties and student rules as well as expected consequences for students' inappropriate behavior
- The staff will create a school-wide discipline policy whereas every student on campus is the responsibility of all
- Weekly staff meetings will include time to discuss the implementation of rules and procedures
- Teachers will use *Second Step Violence Prevention* curriculum and hold class meetings to address acceptable student behaviors
- Behavior Support Plans will be created for students with chronic behavior concerns

Objective #2: As a staff, we will increase acknowledgement of positive student behavior so that 80% of responses on the Safety Survey indicate agreement that our students are acknowledged regularly in a positive way.

Related Activities:

- Students will be highlighted in the school newsletter by being the subject of articles and by writing articles
- Each teacher will make one positive call home about a student each week
- Do Rights will be handed out to acknowledge outstanding behavior
- Individual students or small groups of students will be acknowledged at Dragon Day assemblies: MegaSkill winners, Student of the Month winners, students with perfect attendance, students who qualify for honor roll or principal's list, specific achievements such as perfect score on CSTs, etc.
- Behavior Support Plans will be created to ensure students with chronic behavior concerns are acknowledged when they meet their behavior goal



California

Appendix A

CHILD ABUSE & NEGLECT

Reporting Law

Condensed Version

2007

Crime and Violence Prevention Center
California Attorney General's Office



California Child Abuse and Neglect Reporting Law

The first child abuse reporting law in California was enacted in 1963. That early law mandated only physicians to report physical abuse.

Over the years, numerous amendments have expanded the definition of reportable child abuse and the persons required to report it.

It is important for mandated reporters to keep updated on periodic amendments to the law. Your local Child Abuse Prevention Council or county welfare department has current reporting law information. Also visit www.leginfo.ca.gov for updated information on the law and any other code section referenced in this material.

The California Child Abuse and Neglect Reporting Law is currently found in **Penal Code (P.C.) Sections 11164 - 11174.3**. The following is only a partial description of the law. Mandated reporters should become familiar with the detailed requirements as they are set forth in the Penal Code.

Who Are Mandated Reporters?

P.C. 11165.7 defines "mandated reporters" as any of the following:

- 1) A teacher.
- 2) An instructional aide.
- 3) A teacher's aide or a teacher's assistant employed by any public or private school.
- 4) A classified employee of any public school.
- 5) An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- 6) An administrator of a public or private day camp.
- 7) An administrator or employee of a public or private youth center, youth recreation program, or youth organization.
- 8) An administrator or employee of a public or private organization whose duties require direct contact and supervision of children.
- 9) Any employee of a county office of education or the California Department of Education, whose duties bring the employee into contact with children on a regular basis.
- 10) A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- 11) A Head Start program teacher.
- 12) A licensing worker or licensing evaluator employed by a licensing agency as defined in P.C. 11165.11.
- 13) A public assistance worker.
- 14) An employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities.
- 15) A social worker, probation officer, or parole officer.
- 16) An employee of a school district police or security department.
- 17) Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- 18) A district attorney investigator, inspector, or local child support agency caseworker unless the investigator, inspector, or

caseworker is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor.

- 19) A peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, who is not otherwise described in P.C. 11165.7.
- 20) A firefighter, **except for volunteer firefighters**.
- 21) A physician, surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, marriage, family and child counselor, clinical social worker, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.
- 22) Any emergency medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code.
- 23) A psychological assistant registered pursuant to Section 2913 of the Business and Professions Code.
- 24) A marriage, family and child therapist trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code.
- 25) An unlicensed marriage, family, and child therapist intern registered under Section 4980.44 of the Business and Professions Code.
- 26) A state or county public health employee who treats a minor for venereal disease or any other condition.
- 27) A coroner.
- 28) A medical examiner, or any other person who performs autopsies.
- 29) A commercial film and photographic print processor, as specified in subdivision (e) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
- 30) A child visitation monitor. For purposes of the California Child Abuse Reporting Law, "child visitation monitor" means any person who, for financial compensation, acts as monitor of a visit between a child and any other person when the monitoring of that visit has been ordered by a court of law.
- 31) An animal control officer or humane society officer. For purposes of the California Child Abuse Reporting Law, the following terms have the following meanings: (A) "Animal control officer" means any person employed by a city, county, or city and county for the purpose of enforcing animal control laws and regulations. (B) "Humane society officer" means any person appointed or employed by a public or private entity as a humane officer who is qualified pursuant to Section 14502 or 14503 of the Corporations Code.
- 32) A clergy member, as specified in subdivision (d) of P.C. 11166. For purposes of the California Child Abuse Reporting Law, "clergy member" means a priest, minister, rabbi, religious practitioner, or similar functionary of a church, temple, or recognized denomination or organization.
- 33) Any custodian of records of a clergy member, as specified in P.C. 11165.7 and subdivision (d) of Section 11166.
- 34) Any employee of any police department, county sheriff's department, county probation department, or county welfare department.
- 35) An employee or volunteer of a Court Appointed Special Advocate program, as defined in Rule 1424 of the Rules of the Court.
- 36) A custodial officer as defined in Section 831.5 of the Penal Code.
- 37) Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institutions Code.

Note: Unless otherwise stated, **volunteers are not mandated reporters**.

Why Must You Report?

The primary intent of the reporting law is to protect an abused child from further abuse. Protecting the identified child may also provide the opportunity to protect other children. It is equally important to provide help for the parents. Parents may be unable to ask for help directly, and child abuse may be their way of calling attention to family problems. The report of abuse may be a catalyst for bringing about change in the home environment, which in turn may help to lower the risk of abuse in the home.

What Do You Have To Report?

Under the law, when the victim is a child (a person under the age of 18) and the perpetrator is any person (including a child), the following types of abuse must be reported by all legally mandated reporters:

- a. A physical injury inflicted by other than accidental means upon a child. **(P.C. 11165.6)**
Note that child abuse *does not* include a "mutual affray" between minors. It also *does not* include an injury caused by "reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment." **(P.C. 11165.6)**
- b. Sexual abuse of a child, including both sexual assault and sexual exploitation. "Sexual assault" includes sex acts with a child, lewd or lascivious acts with a child, and intentional masturbation in the presence of a child. "Sexual exploitation" includes preparing, selling, or distributing pornographic materials involving children; employing a minor to perform in pornography; and employing or coercing a child to engage in prostitution. **(P.C. 11165.1)**
- c. Willful harming or injuring of a child or the endangering of the person or health of a child, including inflicting or permitting unjustifiable physical pain or mental suffering. **(P.C. 11165.3)**

Note: Any mandated reporter **may** report any child who is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage. **(P.C. 11166.05)**

- d. Willful infliction of cruel or inhuman corporal punishment or injury resulting in a traumatic condition. **(P.C. 11165.4)**
- e. Neglect of a child, whether "severe" or "general," by a person responsible for the child's welfare. The term "neglect" includes both acts or omissions harming or threatening to harm the child's health or welfare. **(P.C. 11165.2)**

When Do You Have To Report?

Child abuse must be reported when a mandated reporter, "in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect." **(P.C. 11166 (a))**

"Reasonable suspicion" occurs when "it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect." **(P.C. 11166 (a)(1))** Although wordy, the intent of this definition is clear: if you suspect that abuse has occurred, make a report.

You must make a report immediately (or as soon as practicably possible) by telephone and you must prepare and send, fax or electronically transmit a written report within 36 hours of receiving the information regarding the incident. **(P.C. 11166 (a))** Written reports must be submitted on Department of Justice form (SS 8572), which can be downloaded from the California Attorney General's Web site at www.ag.ca.gov (click on Child Protection Program; click on forms; click on SS 8572). The mandated reporter may include with the report any nonprivileged documentary evidence he or she possesses related to the incident.

To Whom Must You Report?

The report must be made to any police department or sheriff's department (not including a school district police or security department), county probation department, if designated by the county to receive mandated reports, or county welfare department. **(P.C. 11165.9)**

Any mandated reporter who knows or reasonably suspects that the home or institution in which the child resides is unsuitable for the child because of abuse or neglect shall inform the agency about the unsuitability of the home at the same time he or she reports the abuse or neglect. **(P.C. 11166 (f))**

When two or more persons who are required to report jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, a single person from the group may make the report. Any group member who knows that the report was not made, however, shall make the report. **(P.C. 11166 (h))**

Immunity

Mandated reporters have immunity from criminal and civil liability for any report required or authorized under the Child Abuse Reporting Law. This immunity applies even though the knowledge or reasonable suspicion of abuse was acquired outside his or her professional capacity or outside the scope of his or her employment. **(P.C. 11172 (a))** And if a mandated reporter is sued for making a report, he or she may be able to receive compensation for legal fees incurred in defending against the action. **(P.C. 11172 (c))**

Any person who makes a report of child abuse, even though he or she is not a mandated reporter, has immunity unless the report is proven to be false and it is proven that the person either knew the report was false or made it with reckless disregard of its truth or falsity. **(P.C. 11172 (a))**

Additional Safeguards for Mandated Reporters

No supervisor or administrator may impede or

inhibit a mandated reporter's reporting duties or subject the reporting person to any sanction for making a report. **(P.C. 11166 (i)(1))**

Any supervisor or administrator who violates the above cited code section is guilty of a misdemeanor punishable by a fine not to exceed one thousand dollars (\$1,000), by not more than six months in a county jail, or by both a fine and imprisonment. **(P.C. 11166.01(a))** If however, death or great bodily injury happens to the child as a result of the abuse, the supervisor or administrator who impeded or inhibited the report is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine not to exceed five thousand dollars (\$5,000), or by both. **(P.C. 11166.01(b))**

The mandated reporter's identity is confidential and may only be disclosed to specified persons and agencies. **(P.C. 11167 (d)(1))**

Mandated reporters and others acting at their direction are not liable civilly or criminally for photographing the victim and including the photograph with their report. **(P.C. 11172 (a))**

A clergy member who acquires knowledge or a reasonable suspicion of child abuse during a penitential communication is not mandated to report the abuse. For purposes of the Child Abuse Reporting Law, "penitential communication" means communication, intended to be in confidence, including, but not limited to, a sacramental confession made to a clergy member. **(P.C. 11166 (d)(1))**

Liability for Failure to Make A Required Report

A mandated reporter who fails to make a required report of child abuse is guilty of a misdemeanor punishable by up to six months in jail or by a \$1,000 fine or by both a fine and imprisonment. **(P.C. 11166 (c))** If however, death or great bodily injury happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine

not to exceed five thousand dollars (\$5,000), or by both. **(P.C. 11166.01 (b))** He or she may also be found civilly liable for damages, especially if the child-victim or another child is further victimized because of the failure to report. (*Landeros v. Flood* (1976) 17 Cal.3d 399.)

If a mandated reporter conceals his or her failure to report abuse or "severe" neglect, the failure to report is a continuing offense until the failure is discovered by an agency specified in Section 11165.9. **(P.C. 11166 (c))** Because it is a continuing offense, the statute of limitations does not start to run until the failure to report is discovered.

Responsibilities of Agencies Employing Mandated Reporters

On and after January 1, 1985, persons entering employment which makes them mandated reporters must sign statements, provided and retained by their employers, informing them that they are mandated reporters and advising them of their reporting responsibilities and of their confidentiality rights. **(P.C. 11166.5 (a))**

On and after January 1, 1993, any person who acts as a child visitation monitor, prior to engaging in monitoring the first visit in a case, shall sign a statement provided and retained by the court which ordered the monitor's presence to the effect that he or she has knowledge of the provisions of the Child Abuse Reporting Law and will comply with them. **(P.C. 11166.5 (a))**

Employers are strongly encouraged to provide their employees who are mandated reporters with training in the duties imposed by the Child Abuse Reporting Law. Training in the duties imposed by the reporting law shall include training in child abuse identification and reporting. Whether or not employers provide their employees with training, they shall provide their employees who are mandated reporters with the statement required in subdivision (a) of Section 11166.5. **(P.C. 11165.7 (c))** The absence

of training shall not excuse a mandated reporter from the duties imposed by the reporting law. **(P.C. 11165.7 (e))**

EXCEPTION: Any person providing services to a minor child under Section 12300 or 12300.1 of the Welfare and Institution Code shall not be required to make a child abuse report unless that person has received training, or instructional material in the appropriate language, on the duties imposed by the Child Abuse Reporting Law, including identifying and reporting abuse and neglect. **(P.C. 11166.5 (e))**

Feedback to Mandated Reporters

After the investigation is completed or the matter reaches a final disposition, the investigating agency is obligated to inform the mandated reporter of the results of the investigation and any action the agency is taking with regards to the child or family. **(P.C. 11170 (b)(2))**

Changes in the law for 2007 are underlined. Please note that the California Child Abuse Reporting Law may have changed since the printing of this material. This material has been reprinted to assist mandated reporters in determining their reporting responsibilities. It is not intended to be and should not be considered legal advice. In the event there are questions about reporting responsibilities in a specific case, the advice of legal counsel should be sought.

A special thank you to Delta Dental of California for their work in developing the original material.

For additional information on child abuse prevention, you may contact:

Crime and Violence Prevention Center
California Attorney General's Office
1300 I St., Suite 1120
(916) 324-7863
www.safestate.org

Print

SUSPECTED CHILD ABUSE REPORT

Appendix B

To Be Completed by Mandated Child Abuse Reporters

Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME:

CASE NUMBER:

MANDATED REPORTER CATEGORY

A. REPORTING PARTY	
NAME OF MANDATED REPORTER	TITLE
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS	City Zip
REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE
TODAY'S DATE	
B. REPORT NOTIFICATION	
T LAW ENFORCEMENT T COUNTY PROBATION AGENCY	
T COUNTY WELFARE / CPS (Child Protective Services)	
ADDRESS	City Zip
DATE/TIME OF PHONE CALL	
OFFICIAL CONTACTED - TITLE	
TELEPHONE ()	
NAME (LAST, FIRST, MIDDLE)	
BIRTHDATE OR APPROX. AGE	SEX ETHNICITY
ADDRESS	City Zip
TELEPHONE ()	
PRESENT LOCATION OF VICTIM	
SCHOOL	CLASS
GRADE	
C. VICTIM	
One report per victim	
PHYSICALLY DISABLED? DEVELOPMENTALLY DISABLED? OTHER DISABILITY (SPECIFY)	
T YES T NO T YES T NO	
PRIMARY LANGUAGE SPOKEN IN HOME	
TYPE OF ABUSE (CHECK ONE OR MORE)	
T FOSTER CARE? IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE	
T YES T NO T DAY CARE T CHILD CARE CENTER T FOSTER FAMILY HOME T FAMILY FRIEND	
T NO T GROUP HOME OR INSTITUTION T RELATIVE'S HOME	
RELATIONSHIP TO SUSPECT	
PHOTOS TAKEN? T YES T NO	
DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? T YES T NO T UNK	
D. INVOLVED PARTIES	
VICTIM'S PARENTS/GUARDIANS	
NAME (LAST, FIRST, MIDDLE)	
BIRTHDATE OR APPROX. AGE	SEX ETHNICITY
ADDRESS	City Zip
BUSINESS PHONE ()	
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE
SEX	ETHNICITY
ADDRESS	City Zip
BUSINESS PHONE ()	
NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE
SEX	ETHNICITY
OTHER RELEVANT INFORMATION	
E. INCIDENT INFORMATION	
IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER:	
DATE / TIME OF INCIDENT	
PLACE OF INCIDENT	
NARRATIVE DESCRIPTION (What victim(s) saw what the mandated reporter observed what person accompanying the victim(s) saw, similar or past incidents involving the victim(s) or suspect)	

SS 8572 (Rev 12-07)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY - Police or Sheriff's Department. BLUE COPY - County Welfare or Probation Department. GREEN COPY - District Attorney's Office. YELLOW COPY - Reporting Party

Williams Uniform Complaint Procedure

NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS: COMPLAINT RIGHTS

Parents/Guardians, Pupils, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. Pupils, including English learners, who have not passed one or both parts of the exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.
5. A complaint form can be obtained at the school office, district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site:
<http://www.cde.ca.gov/re/cp/uc>.

Exhibit 2

COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, teacher vacancy or misassignment, or the provision of intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? ☐ Yes ☐ No

Contact Information: _____

Name: _____

Address: _____

Phone Number: Day: _____ Evening: _____

E-mail address, if any: _____

Location of the problem that is the subject of this complaint:

School: _____

Course title/grade level and teacher name: _____

Room number/name of room/location of facility: _____

Date problem was observed: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

WILLIAMS UNIFORM COMPLAINT PROCEDURES (continued)

1. Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)

___ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.

___ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.

___ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

___ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4681)

___ A semester begins and a teacher vacancy exists. A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

___ A teacher lacking credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.

___ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

3. Facility conditions: (Education Code 35186, 35292.5; 5 CCR 4683)

___ A condition exists that poses an emergency or urgent threat to the health or safety of pupils or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; or structural damage creating a hazardous or uninhabitable condition.

___ A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.

___ The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when closing of the restroom is necessary for pupil safety or to make repairs.

4. High school exit exam intensive instruction and services: (Education Code 35186)
_____ Pupils who have not passed the high school exit exam by the end of grade 12 were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after the completion of grade 12.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of pupils or staff.

Please file this complaint at the following location:

Scott A. Loehr, Assistant Superintendent
8408 Watt Avenue
Antelope, CA 95843

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

(signature)

(date)

(1/06 3/07) 11/07

Hate Motivated Behavior

As California's population becomes more diverse, it is important that school districts provided a safe and harmonious learning environment for all students. Pursuant to Education Code 201, schools have an affirmative obligation to combat racism, sexism, and other forms of bias, as well as a responsibility to provide equal educational opportunity. Developing policy to address hate-motivated behavior is one way districts can help teach students respect and understanding of diversity. ***

In its publication entitled Hate-Motivated Behavior in Schools, the California Department of Education defines hate-motivated behavior as an act, or attempted act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. Some hate-motivated behavior may also be a crime as defined in state or federal law. These crimes include, but are not limited to: bomb threats, cross burnings, destruction or defacement of property, and certain types of vandalism and assaults. ***

The following optional policy is for use by districts in the implementation of a prevention strategy for hate-motivated incidents and should be modified to reflect district practice. Elements of this policy should also be integrated into existing school plans, such as the school safety and staff development plan, as well as any policies developed by the district regarding Positive School Climate and Multicultural Education; see BP 5137 and BP 6141.6, respectively. ***

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade and individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

Nondiscrimination/Harassment

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Personnel
8408 Watt Avenue
Antelope, California 95843
(916) 338-6419

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

2009-2010

Arthur S. Dudley Elementary School

1/20/2010

Code	Description	Ed Code Section	Explsn	Crime Report	Notes	Update SSA Date
01	*48900(c-1): Alcohol, Possessio	48900 (c-1)	X	X		
	Unlawfully possessed , used, or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind.					
02	*48900(c-2): Alcohol, Use of (E)	48900 (c-2))	X	X		
	Unlawfully selling, furnishing, or in possession for sale of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind.					
03	*48900(f-1): Arson (E)	48900 (f)	X	X		
	Caused or attempted to cause damage to school property or private property including graffiti.					
04	*48900(a-2): Assault (E)	48900 (a-2)	X	X		
	Unprovoked attack. Use of physical violence w/o provocation. Assault/Battery as defined in Sec. 240 & 242 Penal Code.					
05	*48900.7: Bomb Threat (E)	48900. 7. (a)	X	X		
	48900. 7. (a) In addition to the reasons specified in Sections 48900, 48900. 2, 48900. 3, and 48900. 4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.					
06	*48900(g-1): Burglary (E)	48900 (g-1)	X	X		
	Stolen or attempted to steal school property or private property. Theft. The taking of school or personal property without permission.					
07	*48900(j-1): Drugs, Paraphernal	48900 (j)	X	X		
	(j-1) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014. 5 of the Health and Safety Code.					
08	*48900(c-1)48915(a-3): Drugs, P	48900 (c-1)	X	X		
	Unlawfully possessed , used, sold or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind.					
09	*48900(d-1)(d-2) 48915 (c-3): Dr	48900(d)	X	X		
	Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.					
10	*48900(c-1): Drugs, Use of (E)	48900 (c-2)	X	X		
	Unlawfully possessed , used, sold or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind.					
11	*48900(b-2): Explosives, Destru	48900 (b)	X	X		
	Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.					

Suspendable Offenses

Appendix F

12	*48900(b-2)48915(c-5): Explosiv	48900 (b)	X	X	
Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.					
13	*48900(b-2,f-1): Explosives, Use	48900 (b)	X	X	
Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.					
14	*48900(e-1)48915(a-4): Extortio	48900 (e)		X	
Committed or attempted to commit robbery or extortion.					
15	*48900(b-2) 48915 (c-2): Knife,	48900(b)48915(b)	X	X	
48915. (a) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance: (1) Causing serious physical injury to another person, except in self-defense. (2) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.					
16	*48900(k-8): Loitering/Trespass	48900 (k-8)		X	
Loitering on or around other school campuses					
17	*48900(f-1): Property, Deface/Ta	48900 (f)		X	
Caused or attempted to cause damage to school property or private property.					
18	*48900(f-1): Property, Destructi	48900 (f)		X	
Caused or attempted to cause damage to school property or private property.					
19	*48900(e-1): Robbery (E)	48900 (e)	X	X	
Committed or attempted to commit robbery or extortion.					
20	*48900(n-1) 48915 (c-4): Sexual	48900(n)48915(d)	X	X	
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243. 4 of the Penal Code.					
21	*48900(n-1) 48915 (c-4): Sexual	48900(a)48915(d)	X	X	
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243. 4 of the Penal Code.					
22	*48900.2: Sexual Harassment (48900.2	X	X	
48900. 2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212. 5. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.					
23	*48900(g-1): Theft (S)	48900 (g)		X	
Stole or attempted to steal school property or private property.					

24	*48900(f-1): Vandalism (S)	48900 (f)	X	
Caused or attempted to cause damage to school property or private property.				
25	*48900(b-2): Weapon, Possessi	48900 (b)	X	X
Possessed, sold , or otherwise furnished any firearm, knife, explosive, or other dangerous object.				
26	*48900(a-2)(b-2): Weapon, Use	48900 (b)	X	X
Possessed, sold , or otherwise furnished any firearm, knife, explosive, or other dangerous object.				
27	48915(a-5): Assault upon schoo	48915.A5	X	X
Assault or Battery upon any school employee, as defined in Sections 240 and 242 of the Penal Code .				
36	48900(k-3): Behavior, Defiance	48900 (k-3)		
Defiance of authority and / or verbal abuse toward an adult.				
37	48900(k-2): Behavior, Disobedi	48900 (k-2)		
Refusal to take direction from a staff member or other responsible adult including substitutes.				
38	48900(k-9,k-17): Behavior, Disr	48900 (k-1)		
Refusal and / or repeated failure to follow school rules and regulations and / or severe disruption of school activities.				
39	48900(k-1): Behavior, Inappropri	48900 (k-9)		
Misbehavior during assemblies, rallies, dances, all school activities on or off campus.				
45	48915(a-2): Dangerous Object	48915(a-2)	X	X
Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.				
47	48900(k-9): Disruption of Schoo	48900 (k)		
Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.				
52	48900(a-1): Fighting (S)	48900 (a)		
Caused, attempted to cause or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self defense.				
53	48900(m-1): Firearm, Imitation (48900 (m)	X	
Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.				
54	48900(b-2): Firearm, Possessio	48900 (b)	X	
Possessed, sold , or otherwise furnished any firearm, knife, explosive, or other dangerous object.				

55	48915(a-1)(c-1): Firearm, Use of	48915 (a)	X		
	Use of a firearm to cause serious physical injury.				
56	48900(k-15): Forgery (S)	48900 (k-15)			
	Falsification/forgery/academic dishonesty.				
57	48900(k-13): Gambling (S)	48900 (k-13)			
	Gambling, playing of a game of chance or stakes.				
58	48900.4(k-19): Harassment (E)	48900.4	X		
	a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.				
59	48900(o-1): Harassment, Witne	48900 (o)	X		
	Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness ore retaliating against that pupil for being a witness, or both.				
60	48900.3: Hate Statement (S)	48900.2			
	a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.				
61	48900.3: Hate Violence (e)	48900.2			
	a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.				
64	48900(i-1): Language, Obscene	48900 (i)			
	(i) Committed an obscene act or engaged in habitual profanity or vulgarity.				
65	48900(i-1): Language, Profanity	48900 (i)			
	Committed and obscene act or engaged in habitual profanity or vulgarity.				
70	48900(i-1): Obscene Act (S)	48900 (i)			
	Committed and obscene act or engaged in habitual profanity or vulgarity.				
74	48900(i-1): Profanity (S)	48900 (i)			
	Committed an obscene act or engaged in habitual profanity or vulgarity.				
75	48900.4, 48900(k-19): Racial SI	48900.4			
	a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected				

effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

77	48900(b-1): Stink Bomb, Posse	48900 (b)	X		
Possessed, sold , or otherwise furnished any firearm, knife, explosive, or other dangerous object.					
78	48900(b-1)(k-1): Stink Bomb, Us	48900 (b)	X		
Possessed, sold , or otherwise furnished any firearm, knife, explosive, or other dangerous object.					
79	48900(g-1)(l-1): Stolen Property	48900 (l)			
Knowingly received stolen school property or private property.					
81	48900(k-10): Tardy, Habitual	48900 (k-1)			
Refusal and / or repeated failure to follow school tardy rules and regulations and / or severe disruption of school activities.					
84	48900(a-1b): Threats to Others (48900 (a) (1)			
Caused, attempted to cause, or threatened to cause physical injury to another person.					
85	48900(a-1b): Threats to Student	48900 (a) (1)			
Caused, attempted to cause, or threatened to cause physical injury to another person.					
86	48900.7: Threats, Terrorist (E)	48900 (a) (1)	X		
Caused, attempted to cause, or threatened to cause physical injury to another person.					
87	48900(h-1): Tobacco, Possessi	48900 (s)			
Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.					
88	48900(h-1): Tobacco, Use of (S)	48900 (s)			
Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.					
89	Truant 48900 (k-11)				
93	48900(k-20): Violation of Suspe	48900 (k-4)			
Failure to serve an alternative means of correction.					
94	48900(k): Violation of Computer	48915 (a-2)	X	X	
Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.					
95	48900(g-1): Stolen Property, Att	48900.G1			
Stolen or attempted to steal school property or private					

96	48900(k-5): Excessive Alternati	48900(k-5)			
	Excessive alternative means of correction, if available				
97	*48900(r): Bullying	48900.R	X		
	Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.				
AA		48900.A1			Challenge to fight, acceptance
	Caused, attempted to cause, or threatened to cause physical injury to another person.				
AB		48900.B			Of limited danger, with no indication of use as weapon
	Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession..., the pupil obtained written permission...from a certificated school employee, ...[and] principal...				
AC		48915.A1	X	X	Physical force causing serious injury
	Causing serious physical injury to another person, except in self defense.				
BA		48915.B1	X	X	
	Possessing, selling, or otherwise furnishing a firearm.				
BC		48915.A2	X	X	Inherent weapon (e.g. locking blade), or actual/intended use as a weapon
	Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.				
CB		48915.A3	X	X	Substances besides Marijuana/Alcohol or more than one ounce of Marijuana,
	Unlawful possession of any controlled substance ...of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.				
GA		48900.G		X	
	Stole or attempted to steal school property or private property.				
HA		48900.H			
	Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.				
IA		48900.I			
	Committed an obscene act or engaged in habitual profanity or vulgarity.				
KA		48900.K			Disruption that doesn't fit other categories
	Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.				
LA		48900.L			
	Knowingly received stolen school property or private property.				

MA	48900.M				
Possessed an imitation firearm....					
NA	48900.N	X	X		
Committed or attempted to commit a sexual assault as defined in Sections 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.					
OA	48900.O				
Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.					
TA	48260				
Any pupil...who is absent from school without valid excuse three full days in one school year or tardy for more than any 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant....					
TB	48260				
Any pupil...who is absent from school without valid excuse three full days in one school year or tardy for more than any 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant....					
XA	48900.4				
...Intentionally engaged in threats, harassment, or intimidation...creating an intimidating or hostile educational environment.					

LOCATE			UPDATE			OTHER	
Backward	Get	Forward	Add	Change	Delete	eXit	Print

**Arthur S. Dudley
2009-2010 Staff List**

Principal – Lisa Coronado

<u>Grade</u>	<u>Teacher</u>	<u>Room#</u>	<u>Grade</u>	<u>Teacher</u>	<u>Room#</u>
K-AM	Baca	A-5	2	Nelson	M-9
K-PM	Dzida	A-5	2	Velez	M-10
K-AM	Skogebo	A-6	2	Searls	M-11
K-PM	Tarner	A-6	2	Payne	M-12
K-AM	Oliver	A-1	2	Rains	M-5
K-PM	Kasai	A-1	2		M-6
1	Anderson	A-2	3	Muldoon	M-3
1	Pollock	A-3	3	Stolfus	M-4
1	Morton	B-2	3	Underwood	M-7
1	Wilson	B-3	3	Ewart	M-8
1	Piegaro	B-1	3	Ortiz	Rm. 7
1	Haro	B-4	3	Merdinger	Rm. 8
4/5	Chamberlain	B-6	SDC	Faria	A-4
4	O'Connor	B-5	Speech	Price	T-4b
4	Mason	C-6	DIS	Keller	T-3
4	Carlson	C-5	ELL		A-7
5	Weidman	C-2	Psychologist	Rochele	
5	Bergeron	C-3		Haywood	T-4a
5	McCarthy	C-4	Counselor	Todd	
				Silverman	T-4c
			Health Aide	Lee Ann Becker	
			IA	Elizabeth Harmon	

Classified

Mrs. Martha Miranda (Office)	Mrs. Liz Heath (DIS Aide)
Mrs. Sandy Rodriguez (Office)	Mrs. Patti Stever (SDC Instr. Spec.)
Mrs. Mary Stevens (Office)	Mrs. Luda Nelipovich (ELL Aide)
Mrs. Pat Rivas (Library)	Mrs. Linda Davis (Noon Duty)
Mrs. Claudia Buderer (Computer Tech.)	Mrs. Tina Duncan (EMHI)
Mrs. Phensri "Jimmy" Palavivatana (Custodian)	
Mr. Petr Zakharchuk (Custodian)	Mrs. Ranjana Raghunath (Noon Duty)
Mr. Efren Tongol (Custodian)	Mrs. Becky Caton (Noon Duty)
Mrs. Reiko Kaminaga (Kitchen)	Mrs. Christina Sharma (Noon Duty)
Mrs. Vera Smolin (Kitchen)	Mrs. C. J. Munoz (Noon Duty)
Mrs. Marcelina Golik (Kitchen)	Mrs. Sarbjit Kaur (Noon Duty)
Mrs. Linh Duong (Kitchen/Cashier)	Mrs. Edith Catalano (Noon Duty)
Mrs. Laura Kraft (Cashier)	

Appendix H

Name	Room #	Ext	Voice Mail
Baca	A5	2223	100
Bergeron	C3	2206	129
Carlson	C5	2208	127
Chamberlin	B6	2218	124
Dzida	A5	2223	101
Ewart	M8	2235	121
Faria	A4	2222	131
Haro	B4	2216	111
Kasai	A1	2219	105
Keller	T3	2203	132
ELL	A7	2225	ELL
Mason	C6	2209	126
McCarthy	C4	2207	130
Merdinger	8	2212	123
Morton	B2	2214	108
Tarner	A6	2224	103
Nelson	M9	2226	112
O'Connor	B5	2217	125
Oliver	A1	2219	104
Ortiz	7	2211	122
Payne	M12	2229	115
Piegaro	B1	2213	110
Pollock	A3	2221	107
Muldoon	M3	2230	118
Rains	M5	2232	116
	M6	2233	117
Silverman	T4c	2115	133
Skogebo	A6	2224	102
Stolfus	M4	2231	119
Searls	M11	2228	114
Anderson	A2	2220	106
Underwood	M7	2234	120
Velez	M10	2227	113
Weidman	C2	2205	128
Wilson	B3	2215	109
Office Extensions & Voicemail Boxes			
Martha		2100	
Mike		2101	
Lisa		2102	
Sandy		2104	
Mary		2105	
Nurse		2106	
Conf Room		2107	
It Desk		2108	
Library		2109	
Kitchen		2110	
Faculty Work Room		2111	
Speech - Price		2114	

Sub Line 338-6419 (Mary Ancker & Debbie Cribbs)
 6:00 - 4:30 PM
 Personnel Office 338-6407
 8:00AM - 4:30 PM

Center High School
 3111 Center Lane
 Antelope, CA 95843
 Bill Newton (Acting P)
 Michelle Grace (Sec.)
 338-6420

Center Junior High School
 3243 Center Court Lane
 Antelope, CA 95843
 Joyce Duplissea (P)
 Carol Hunt (Sec.)
 338-6450

McClellan High School
 8725 Watt Ave
 Antelope, CA 95843
 Kathleen Nemer (P)
 Linda Jellison (Sec.)
 338-6440

Dudley Elementary
 8000 Aztec Way
 Antelope, CA 95843
 Michael Jordan (P)
 Judy Shira (Sec)
 338-6478

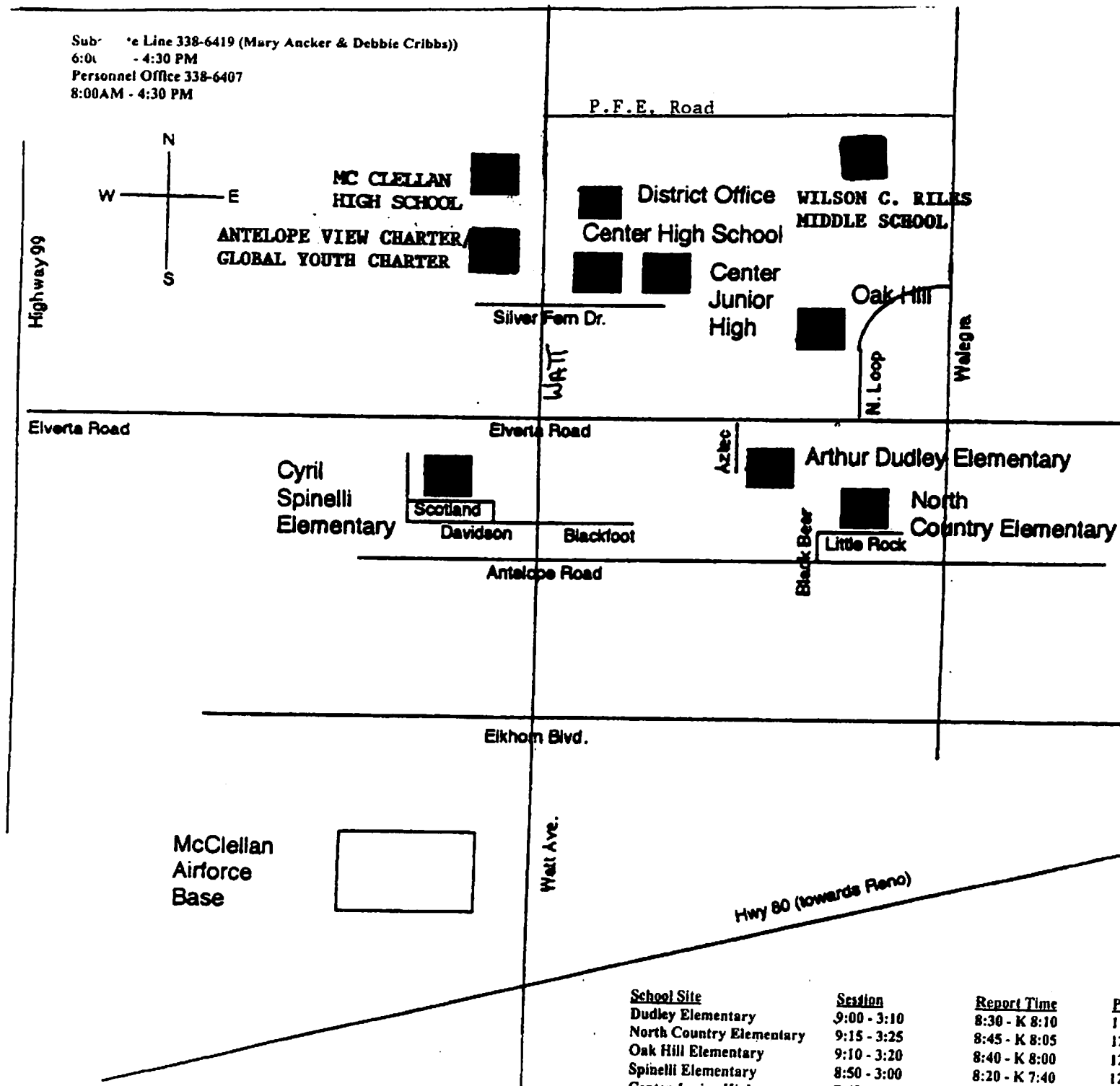
Oak Hill Elementary
 3909 North Loop Blvd.
 Antelope, CA 95843
 David Grimes (P)
 Chris Miyazaki (Sec.)
 338-6460

North Country Elementary
 3901 Little Rock Drive
 Antelope, CA 95843
 Kathy Lord (P)
 Nancy Frelly (Sec.)
 338-6480

Spinelli Elementary
 3401 Scotland Drive
 Antelope CA 95843
 Kris Schmieder (P)
 Michelle Churchill (Sec)
 338-6498

Wilson C. Riles Middle School
 4747 PFE Road
 Roseville, CA 95747

Antelope View Charter School
 8725 Watt Avenue
 Antelope, CA 95843
 916-339-3693
 Global Youth Charter
 8725 Watt Avenue
 Antelope, CA 95843
 916-339-3693



School Site	Session	Report Time	PM
Dudley Elementary	9:00 - 3:10	8:30 - K 8:10	11:30
North Country Elementary	9:15 - 3:25	8:45 - K 8:05	12:00
Oak Hill Elementary	9:10 - 3:20	8:40 - K 8:00	12:10
Spinelli Elementary	8:50 - 3:00	8:20 - K 7:40	12:10
Center Junior High	7:40 - 2:15	7:10	11:00
Center High School	7:30 - 2:35	7:10/8:10	11:00
McClellan High School	7:50 - 2:40	7:20	11:00

Appendix 3

Room Life / Injury Survey**Date** _____**Teacher** _____**Room #** _____**Completed by:** _____
Signature**# OF STUDENTS ENROLLED** _____**# ABSENT TODAY** _____
(List names of absent students here)**# OF STUDENTS UNACCOUNTED FOR** _____
(List names here)

Tally and insert numbers in the grid below. Write names and descriptions of injuries below the grid.

	Injured	Major ?	Unaccounted	Dead
Students				
Staff				

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: February 3, 2010

Information Item

From: Craig Deason, Assist. Supt.

Attached Pages

Assist. Supt. Initials: CD

SUBJECT: RFP #2010-02 SureWest to
Provide Telecommunication Services

Telecommunications bids were accepted and opened on January 8, 2010, for seven fiber lines and phone service to Wilson Riles Middle School. Of the two companies that turned in bids, SureWest was the low bidder.

RECOMMENDATION: That the Board of Trustees approve the Telecommunication Services Contract By and Between SureWest and Center Joint Unified School District.

CONSENT AGENDA

Center Unified School District Service Agreement

This Service Agreement (the "Agreement") is entered into on this 21st day of January, 2010, between SureWest Telephone, a California corporation, and on behalf of those SureWest Telephone affiliates identified in any pricing schedules, attachments and/or addendums that may be entered into and incorporated into this Agreement from time to time (individually and collectively, "SureWest"), and Center Unified School District ("Customer"), a California school district.

WHEREAS, Customer has asked SureWest to provide certain telecommunications service(s) ("Service"); and

WHEREAS, Customer desires to enter into an agreement with SureWest for Broadband Wide Area Network (WAN) services that are intended to qualify for the Federal E-Rate program; and

WHEREAS, Customer has elected to subscribe to, and SureWest agrees to provide Service as E-Rate services or on a non-E-Rate basis, as appropriate; and

WHEREAS, Customer and SureWest desire to enter into this Agreement covering the provision, any new installation and maintenance of such Service.

NOW, THEREFORE, in consideration of the mutual covenants contained herein, SureWest and Customer agree as follows:

1. SCOPE OF THE AGREEMENT

A. The Service subject to the Agreement is described in and shall be provided pursuant to Attachments to this Agreement that Customer and SureWest execute from time to time. SureWest agrees to provide the Service for Customer's use subject to availability of equipment, facilities, and work force and in accordance with the terms and conditions of this Agreement.

B. This Agreement and all Attachments shall become effective upon the final-signature date on the Agreement and Attachment(s), hereinafter referred to as the "Effective Date," and unless sooner terminated as provided herein, shall remain in full force and effect for as long as there are any Attachments remaining in effect. No Service shall be provided under this Agreement and no billing shall commence under this Agreement before July 1, 2010.

C. The anticipated term ("Term") of this Agreement is from July 1, 2010 through June 30, 2015.

D. All Service commitments by Customer are contingent upon funding from the Federal E-Rate program and the California Teleconnect Fund. Customer may elect to terminate this Agreement without penalty if the state or Federal government fund does not provide the necessary or anticipated funding for Service (so long as Customer completely terminates the Service based on lack of available funding, and does not seek simply to change service providers for all or any part of the Service.) If such funding is not forthcoming as of the anticipated commencement of the Term, Customer may elect to continue to receive Service under the existing agreement for services with SureWest after July 1, 2010, or to negotiate and enter into a new Agreement based on a negotiated price anticipating no E-Rate funding. Alternatively, if such state or Federal funding terminates or is not forthcoming at any time during the Term, Customer may nevertheless elect to continue to receive Service under this Agreement, paying for it without such funding.

E. To the extent there is any conflict between this Agreement and provisions in SureWest's Tariffs regarding rates and charges for Services, the terms and conditions of this Agreement shall prevail.

F. Any terms and conditions contained in any purchase order submitted to SureWest by Customer that are in conflict with or in addition to the terms and conditions of this Agreement or any Attachments shall have no force or effect.

2. RATES AND CHARGES

A. During the Term set forth in the Attachment, SureWest shall:

1. Furnish the Service in accordance with the rates and charges set forth therein; and
2. Not initiate any action with the CPUC in which SureWest specifically requests an increase in any tariffed rates and charges set forth in any Attachments to this Agreement, to the extent any are tariffed.

B. All initial and recurring costs to be incurred by Customer in connection with the provision of Service are set out in the Attachments to this Agreement, including any costs of conduit, trenching, grounding or other construction work.

C. Customer may modify the Service and/or seek additional services from SureWest from time to time at rates and charges to be mutually agreed upon by the parties. Customer may add sites or extend the time for Service to be provided. After the time period for the Term that is set out in the Request for Proposal expires, if Customer continues to receive Service from SureWest, SureWest

reserves the right to modify terms and conditions, including price, on thirty (30) days written notice to Customer.

3. INVOICES AND PAYMENTS

A. Customer shall be responsible for and shall pay SureWest the monthly rates and nonrecurring charges as set forth in each Attachment to this Agreement. The prices shall commence on the date Service installation has been completed and is available for use by Customer ("Cutover") under the applicable Attachments, or if no installation is involved, upon the effective date of the applicable Attachments.

B. SureWest's rates and charges are billed on a monthly basis in advance for service, in arrears for usage. All bills shall be due and payable upon date of presentation of such bill in accordance with SureWest's normal billing practices.

C. Customer shall provide to SureWest written notice of any billing dispute within thirty (30) days of receipt of the invoice, identifying the nature of the dispute in reasonable detail and paying all amounts not in dispute. Customer shall cooperate with SureWest in the discussion of and SureWest's resolution of the dispute. If the dispute is resolved in Customer's favor, a credit will be made available to Customer and no late fee will be charged. If the dispute is resolved in SureWest's favor, Customer shall promptly pay the amount due to SureWest. If the dispute extends for longer than ninety (90) days, and is resolved in favor of SureWest, then SureWest reserves the right to charge its prevailing late fee for unpaid invoices if it reasonably determines that Customer did not timely cooperate in resolving the dispute; otherwise no late fee shall be charged to Customer.

D. Rates and charges set forth in the Attachments do not include applicable Federal End User Common Line Charges, CPUC or Federal Communications Commission ("FCC") mandated surcharges or any applicable taxes, fees, governmental surcharges, long distance, toll or other usage charges, directory listings, or other ancillary services procured by Customer, all of which shall be the responsibility of Customer.

4. TITLE AND RISK OF LOSS

A. Nothing in this Agreement is intended to convey to Customer any interest in or to the facilities or properties of SureWest, including all equipment used in the provision of Service; all right, title and interest to which shall remain with SureWest.

5. ORIENTATION AND TRAINING

A. If any new Service is to be provided, SureWest, after advising Customer that the Service is installed and ready for use, and prior to Cutover, shall provide an orientation session for Customer's telecommunications management officials consistent with SureWest's normal practices at no additional charge to Customer. If existing Service is to be continued, Customer may request an updated orientation session, to be provided at no charge.

B. For any new installation of Service and, if appropriate, Service upgrades, SureWest will provide complete training on the Service system features for Customer, prior to and during Cutover. Training is included at no additional charge to the cost of the Service. The Customer at an additional charge, if necessary, may request post-Cutover training.

C. All training will be offered at Customer's premises, or at a mutually agreeable location.

6. ACCESS AND DEPLOYMENT.

A. SureWest shall be provided reasonable access to the Customer's premises for the purpose of installing, inspecting, testing, rearranging, repairing or removing the Service. Customer shall provide a site for equipment and termination that is mutually agreeable to SureWest. Customer will provide electrical power as specified by SureWest.

B. SureWest shall have the right to make such tests and adjustments as are necessary or appropriate to maintain its equipment and/or facilities in satisfactory operating condition. Testing and acceptance of new construction and Service shall be undertaken as provided in the Request for Proposal.

C. SureWest shall submit for approval a complete list of any new equipment and materials to be furnished under this Agreement, including shop drawings of any new conduit, raceway and pathways to be installed, and identifying where new equipment will be located. Submittals will meet the requirements of the Request for Proposal. New construction work shall not begin until Customer approves the submittals and drawings.

D. SureWest shall procure and maintain all necessary permits, licenses and encroachment permits required for any construction or other work pertaining to the Agreement and to provide any necessary documentation to Customer or its representative. SureWest will be responsible for all agreements with any municipality, utilities, and others for access or use of rights of way, for all costs for entering into any support structure agreement with any pole or duct owner and for paying any annual right of way and similar maintenance charges. SureWest will coordinate all one-call service for new subsurface construction.

E. Any new construction dedicated exclusively to the Service will involve the placement of new material, manufactured within one (1) year of installation and meeting or exceeding any published manufacturing specifications. SureWest will maintain due care in performing any construction activities. Nothing in this Agreement requires SureWest to take any action in connection with the equipment, material or facilities that make up its broader network.

F. There will be no Disruption of Service during installation of any new Service as it is defined by the Request for Proposal.

G. During the Term, Customer may undertake to expand its Service. When experiencing growth (or for any other reason), Customer may add additional sites, or add new Service to existing sites as a normal extension of this Agreement, on terms to be negotiated by the parties and execution of a new exhibit or attachment. The parties shall explore the needed Service and the costs to deploy it. Either party may elect not to pursue an agreement for a new Service if the price or deployment cost is deemed unreasonable. To the extent that a new circuit is equivalent to an existing circuit, and does not require special construction or installation work, SureWest will generally offer pricing for such new circuit that is comparable to the then-applicable prices of the existing circuit, excluding the cost for special construction or other work that is required for such site or circuit. Customer may take such steps as are necessary to seek additional E-Rate funding if such new site or circuit is dependent on E-Rate funding, on the same terms and conditions as otherwise provided in this Agreement, and SureWest will cooperate with Customer in such actions.

7. MAINTENANCE

A. SureWest shall perform, at no additional charge, such remedial and preventive maintenance services from time to time as may be required to keep the Service in good working order (other than damage caused by an act or omission of Customer or its officers, employees or agents) and to ensure that the Service performs in accordance with the requirements of the applicable Attachment.

B. SureWest shall determine, in its sole and absolute discretion, the frequency and the duration of required preventive maintenance. Such preventive maintenance shall not unreasonably interfere with Customer's use of the Service.

C. The parties agree that all equipment provided by SureWest and used in the provision of Service shall never become the property of Customer, and that Customer is afforded no option to purchase any circuit or equipment. SureWest will maintain its circuits and equipment as a part of the Service.

8. WARRANTY

A. SureWest warrants that its Service performs in accordance with the requirements set forth in the applicable Attachments and guarantees all parts and equipment of the Service against defects, including labor to replace parts and equipment in the serving central office for the term of the applicable Attachments. The sole remedy for any breach of this subsection shall be the prompt restoration of performance (and any credit for a Service Failure as set out in Attachment 2), and prompt repair or replacement of any defective parts and equipment.

B. Although SureWest will repair or replace defective parts at no charge to Customer unless such defect is caused by an act or omission of Customer or its officers, employees or agents, SureWest's liability for errors or omissions in Service shall be that which is set out in the SureWest Tariff Schedule Cal. P.U.C. No. A2.1.24, "Limitations of Liability", whether or not such Service is tariffed or detariffed.

9. INDEMNIFICATION

A. Customer shall be solely responsible for and shall defend and indemnify SureWest from and against all losses, claims, damages, penalties, costs and expenses, including attorneys' fees, arising from the negligence or willful misconduct of Customer, its employees or authorized representatives arising out of the performance or nonperformance of Customer's obligations under this Agreement.

B. SureWest shall be solely responsible for and shall defend and indemnify Customer from and against all losses, claims, damages, penalties, costs and expenses, including attorneys' fees, arising from the negligence or willful misconduct of SureWest, its employees or authorized representatives, (i) arising out of the performance or nonperformance of SureWest's obligations under this Agreement, or (ii) for (and only to the extent of) its negligence, for use of improper materials in any construction, or (iii) for violation of any Federal, state, county, city or other applicable laws, rules, regulations or orders that cause damage to Customer. SureWest will protect Customer buildings, furniture, personal items, trees, shrubs, lawns, and landscaping on Customer property from damage. Physical property damaged will be repaired or replaced by SureWest.

C. SureWest will defend at its own expense, or provide for the defense of any claim, suit or action that may be brought against Customer arising out of SureWest installation operations and activities.

D. Neither party shall be liable to the other for any special, indirect, incidental or consequential damages including, but not limited to, lost revenue or profits, even if the parties have knowledge of the possibility of such damages and regardless of the form of action, whether in contract,

tort (including negligence), strict liability or otherwise.

10. FORCE MAJEURE

A. If the performance of the Agreement, or any obligation hereunder is prevented, restricted or interfered with by reason of any of the following:

1. Fire, explosion, flood, earthquake, hurricane, cyclone, tornado, storm, epidemic, breakdown of plant or power failure;
2. War, revolution, civil commotion, acts of public enemies, blockade or embargo;
3. Any law, order, proclamation, regulation, ordinance, demand or requirement of any government or any subdivision, authority, or representative of any such government;
4. Labor difficulties, such as strikes, picketing or boycotts;
5. Delays caused by the Customer, governmental entities, service or equipment vendors; or
6. Any other circumstance beyond the reasonable control of the party affected, (however, "non-funding" by any funding source of Customer shall not be deemed a force majeure condition, except to the extent such circumstance provides specific rights set out herein); then

the party affected, upon giving prompt notice to the other party, shall be excused from such performance on a day-for-day basis to the extent of such prevention, restriction, or interference (and the other party shall likewise be excused from performance of its obligations on a performance so prevented, restricted or interfered with); provided that the party so affected shall use its best efforts to avoid or remove such causes of nonperformance and both parties shall proceed to perform with dispatch whenever such causes are removed or cease. Further, in the event of a delaying condition having more than ninety (90) days' duration, the non-delaying party may terminate the affected Attachment or, if all Attachments are affected, this Agreement and all such Attachments, for its convenience.

11. DEFAULT AND TERMINATION

A. The Customer may terminate any individual Service Attachment without liability and, if all Attachments are terminated, the Agreement as well, upon delivery to SureWest of a thirty (30) day written notice setting forth the reason(s) for termination, if SureWest fails to perform or observe any material term or condition of the Agreement and such failure is not remedied within thirty (30) days of SureWest's receipt of Customer's termination notice identifying the alleged failure of the material term or condition.

B. Customer may, for its own convenience, terminate any Attachments upon payment of the early termination charges set forth in the applicable Attachment.

C. SureWest may terminate, upon thirty (30) days' written notice, any individual Attachment and, if all Attachments are terminated, the Agreement, if Customer fails to perform or observe any material term or condition of the Agreement and such failure is not remedied within thirty (30) days of Customer's receipt of SureWest's notice identifying the alleged failure of the material term or condition. If Customer's use of the Service causes immediate, serious and substantial harm or damage to other telephone users or to SureWest's telecommunications network, SureWest may suspend Customer's Service until Customer eliminates the offending use. If an Attachment is terminated for Customer breach, Customer will be liable for any early termination charges set forth in the applicable Attachments.

12. ATTORNEYS' FEES

A. If any proceeding is brought between any of the parties arising out of or relating to this Agreement or its breach, the successful or prevailing party in any judgment or award shall be entitled to the full amount of its reasonable expenses, including all court costs and attorneys' fees paid or incurred in good faith, in addition to such other relief as such party shall be entitled.

13. GENERAL

A. Neither this Agreement nor any interest herein of Customer may be assigned, sublet, or in any manner transferred by Customer without the prior written consent of SureWest in its sole and absolute discretion. Any attempted assignment or transfer in contravention of the preceding sentence shall be void.

B. The failure of SureWest or the Customer to insist upon strict performance of any provision of this Agreement in any one or more instances shall not be construed as a waiver or relinquishment in the future of any such provision; the same shall be and remains in full force and effect.

C. SureWest and Customer both agree to comply with all applicable federal, state and local laws, regulations and codes in the performance of this Agreement. Each party further agrees to indemnify and hold harmless the other party for any loss or damage that may be sustained by reason of such party's failure to comply with the aforementioned federal, state, and local laws, regulations and codes.

D. All notices or other communications hereunder shall be deemed to have been fully given when made in writing and delivered in person or deposited in the United States mail,

postage prepaid and addressed as follows:

To Customer:	Center Unified School District 8408 Watt Ave Antelope, CA 95843-9116
Attention:	Scott Loehr, Superintendent
To:	SureWest P.O. Box 969 Roseville, CA 95678-0969
Attention:	Paul Krueger, Director Sales

The address to which notices may be given by either party may be changed by written notice given by such party to the other pursuant to this paragraph.

E. No subsequent agreement between Customer and SureWest concerning the subject matter of this Agreement shall be effective or binding unless it is made in writing. No representation, promise, inducement or statement of intention has been made by either party, which is not embodied herein.

F. The Agreement and any applicable SureWest Tariffs set forth the entire understanding of the parties and supersedes any and all prior agreements, arrangements, representations or understandings relating to the subject matter hereof.

G. This Agreement shall be construed in accordance with and be governed by the domestic laws of the State of California.

H. The provisions of the Request for Proposal at Contract Requirements, Section 4.2, are incorporated by reference.

I. SureWest agrees to comply with applicable Federal and California laws including but not limited to the California Fair Employment and Housing Act, beginning with Government Code section 12900 and Labor Code section 1735 to the extent it is required to so comply by law, and to cause any subcontractors to so comply. SureWest will not discriminate against any prospective employee or employee engaged in work under this Agreement because of race, color, ancestry, national origin, religious creed, sex, age or marital status.

14. PUBLICITY

Neither party shall publish or use advertising, sales promotion or publicity matter directly relating to the Service provided hereunder, nor the rates and charges, terms and conditions or Customer information without first obtaining the written permission of the other Party.

15. CONFIDENTIALITY

A. SureWest has not shared, sold or plagiarized any Request for Proposal materials. SureWest has not colluded with any other proposing or non-proposing party.

B. Customer requests that its identity be kept confidential and not publicly disclosed by SureWest or the CPUC, unless required by law.

16. SERVICE LEVEL AGREEMENT.

SureWest agrees to maintain the service levels set out in Attachment 2 during the Term of this Agreement, and SureWest and Customer agree to the terms and conditions of such Attachment, which is incorporated herein by this reference.

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

SUREWEST
SureWest Broadband

CUSTOMER
Center Unified School District

By: _____

By: _____

Title: Paul Krueger, Executive
Director, Business Sales

Title: _____

Date: _____
Signed: _____

Date: _____
Signed: _____

Attachment No. 1

1. This Attachment No. 1 is effective upon execution, but not before July 01, 2010. The Term of the Attachment shall run through June 30, 2015.
2. Description of Service: Provide one (1) Layer 3 Ethernet Service as part of a broadband TCP/IP based Wide Area Network (WAN) service to the Locations listed below. SureWest understands the Request for Proposal to seek seven (7) 100 MB connections between each school site and Customer's district office in Antelope.

Service Location	Non-Recurring Charge (NRC) ¹	WAN Service Speed and Monthly Recurring Rate per Connection ^{1,2}		
		<u>1-Gbps</u>	<u>100-Mbps</u>	
Center School District Office 8408 Watt Ave., Antelope	See Note 1 Below		\$400.00	
Wilson C Riles, Jr. High 4747 PFE Rd., Roseville	See Note 1 Below		\$400.00	
McClellan High School 8725 Watt Ave., Antelope	See Note 1 Below		\$400.00	
North Country Elementary 3901 Little Rock Dr., Antelope	See Note 1 Below		\$400.00	
Spinelli Elementary 3401 Scotland Dr., Antelope	See Note 1 Below		\$400.00	
Oak Hill Elementary 3909 No Loop Blvd., Antelope	See Note 1 Below		\$400.00	
Dudley Elementary 8000 Aztec Way, Antelope	See Note 1 Below		\$400.00	
Any of the above locations can upgrade to 1 Gig at any time during the term of this agreement	See Note 1 Below	\$700.00		

Note 1: WAN Service Speeds and Monthly Recurring Rates are bolded and underlined for the purpose of referencing the service Speed to Service Location only.

Note 2: All identification of Service is "up to", i.e., 10-Mbps means that maximum rate for circuit is 10 Mbps, but actual rate may be lower, depending on Customer uses, any Internet connections and other factors outside SureWest control.

3. **Minimum Service Quantities:** Customer agrees to maintain all Service Locations, as listed within this Attachment, throughout the Term of this Attachment.
4. **Estimated Service Installation:** For Service requiring new installation and construction, Service Installation will be completed no later than June 30, 2011.
5. **Rates and Charges:** Rates are specified in Description of Service, above.
6. **Control of Parameters:** Customer will be able to specify and control all QOS, VLAN and COS parameters for its own internal use of the Service.
7. **Termination Charges:** The termination charge for each location shall be determined as follows:
 - a. Before any new Cutover, SureWest's recurring and nonrecurring cost of labor, engineering, non-reusable materials, interest, transportation, storage, manufacturer's cancellation charges and any other costs incurred by SureWest prior to completion of installation, including those expenses incurred in preparation for start of installation.
 - b. Otherwise, Service Locations terminated at any time within the Term, are subject to an amount equal to 20% of the monthly recurring rates and charges set forth above, as applicable to each location, for the remaining life of this Attachment No. 1, except for any complete Service termination to a site that occurs as a result of the termination of any Federal E-Rate or California Teleconnect Fund source of funds used to pay all or part of the affected Service for such site, so long as it is not for movement to another provider.
 - c. Any such termination liability charge is due and payable in one lump sum within thirty (30) days of the termination or liability.
This Attachment is subject to the terms and conditions of the above referenced Agreement between the parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Attachment I to the Agreement for WAN Services to be executed by their respective duly authorized representatives.

**SureWest
SureWest Broadband**

**CUSTOMER
Center Unified School District**

By: _____

By: _____

Title: Paul Krueger, Executive Director,
Business Sales

Title: _____

Date: _____

Date: _____

This signed agreement is submitted as part of a bid proposal, is valid for that purpose, and if signed, may be signed only in the form submitted unless modified by mutual written agreement. If the bid proposal is not accepted, the contract cannot thereafter be accepted unless the same bid process is reopened.

Attachment No. 2

I. Fundamental Service Level Commitment. During the Term, SureWest will maintain or exceed the following service level objectives:

1. Network Availability of 99.99%
2. Packet Delivery Rate of 99.99%
3. 802.1d and 802.1q QOS on the entire circuit
4. Network Latency of 150ms, one way from speaker to listener
5. Network Protocol Support, with no filtering or restrictions, all Layer 1 and Layer 2 protocols, and minimum Layer 3 protocols.(EIGRP, IGMP, IPSec, OSPF, and RIP)
6. No filtering or restriction multicasting (IGMP with PIM, SM or DM (customer to address any content use or licensing issues, as outside this Agreement)
7. Mean time to repair of four (4) hours, end-to-end, including local loop. Time to be determined from notification and creation of trouble ticket, and to be performed on site or remotely as reasonably determined by SureWest.

II. Request for Proposal Service Level Provisions. SureWest and Customer will do or make available the following, derived from Part 5 of the RFP:

5.1 Work Included

A. Any new construction work by SureWest to initially deploy a Service includes the furnishing of all necessary labor, supervision, materials, equipment, tests and services to service/maintain the network.

B. Any such work is included in the cost of the Service. Any routine repair or maintenance services completed while under this Agreement and that is required because of the action or inaction of Customer shall result in no additional cost to Customer.

5.2 Contractor Requirements

A. SureWest will have "on call" service technicians 24 hours per day, 365 days per year. For any work, SureWest shall appoint a project manager whose name and number will be available to Customer. On an ongoing basis, Customer shall have a SureWest contact.

B. If SureWest moves, replaces or changes the its underlying facilities affecting the Service, SureWest shall concurrently make such adjustments in the Service so as not to cause disruption or cost to Customer.

C. SureWest shall solely be responsible, at its own expense, for the construction, installation, operation, maintenance, repair and any other activity relating to its equipment.

D. SureWest will monitor uptime.

5.3 Service Calls

A. Customer shall only be required to have the following information when reporting a problem or seeking a service call:

1. The origin and destination locations
2. A description of the problems encountered
3. Circuit numbers or other identification to the extent known
4. Physical location at which the problem was encountered by Customer or a user, with general nature of problem and time, if known.

B. Following the service call, SureWest shall open a service order indicating the exact time the Service Call was received and the description of the problem. Customer shall be supplied with a reference service order number.

C. If Service remediation is expected to take more than minimal time to restore, Customer shall be advised of the progress of any major repair of the service following receipt of a Service Call.

D. School District Requirements

1. Customer shall cooperate with SureWest as may be reasonably required in performing said maintenance.
2. Customer shall follow the Service Call procedure detailed below.
3. Limited or incorrect information may delay or affect maintenance or repair, and the time to repair will be extended to the extent the additional time is caused by Customer or Customer's failure to afford access or cooperate with SureWest.

E. Customer shall conduct all work in or around SureWest's equipment in a safe condition and in a manner reasonably acceptable to SureWest, so as not to interfere or otherwise adversely affect the SureWest equipment.

5.4 Service Failures

A. In the event of a major Service failure, SureWest will respond promptly without regard to the time of day or day of week, including holidays. If the Service cannot be fixed remotely, then repair personnel shall arrive at the installation site promptly, within __ hours of the establishment of the trouble ticket. A major Service failure is defined as the following: any complete loss of communications between any two or more of Customer's locations due to a failure of SureWest's infrastructure or equipment for a period greater than ten (10) seconds.

- B. The customer shall be credited for an interruption of ten (10) seconds or more as follows:
1. The credit shall be at the rate of 10/8640 of the monthly charges for the service for each period of 5 minutes that the interruption continues.
 2. The credit allowance(s) for all service interruptions in a month shall not exceed 100% of the applicable circuit's monthly rates.
 3. This is the sole remedy available for Service failure.

C. The Company's failure to provide or maintain the services under this agreement shall be excused by force majeure (act of God) events such as, but not limited to, an earthquake, hurricane, flood, fire, storms, tornadoes, explosions, lightning, power surges or failure, fiber cuts, strikes, or labor disputes, acts of war, civil disturbances, acts of civil or military authorities or public enemy, governmental orders, civil commotion, criminal actions taken against the Company, acts of God and any other circumstances beyond the Company's reasonable control.

AGREEMENT TO PROVIDE TELECOMMUNICATIONS SERVICES

This Agreement is made by and between **CENTER UNIFIED SCHOOL DISTRICT** ("Customer") and SureWest Telephone ("SureWest"), a California Corporation, together known as the "Party" or "Parties".

1. This Agreement, Attachment(s) and/or Addendum(s), together known as the "Contract," are subject to the rates, terms and conditions contained in SureWest's tariff schedules on file with the California Public Utilities Commission (CPUC) unless such tariffs are inconsistent with the express terms of this Contract, in which case the terms of this Contract shall apply.
2. **This Contract, as authorized by CPUC Decision 06-08-030, becomes effective upon the final-signature date on the Contract, hereinafter referred to as the "Effective Date."**
3. This Contract shall at all times be subject to such changes or modifications by the CPUC as the CPUC may from time to time direct in the exercise of its lawful jurisdiction.
4. The description of services to be provided hereunder ("Service") and the rates, terms and conditions under which said Service will be provided are set forth in Attachment 1, & 2.
5. This Contract, together with the appropriate tariffs except as they conflict with the rate(s) and term(s) in the Attachment(s) or Addendum(s), set forth the entire agreement and understanding of the Parties with respect to the Service.
6. Customer shall not, under any circumstances, resell the Service provided under this Contract.
7. Service shall be provided at the rate(s) shown in Attachment 1 & 2, within fifteen (15) calendar days after the Effective Date.
8. **The Contract shall commence and remain in full force and effect for a period of FIVE (5) year(s) ("Term") from the date Service installation has been completed and is available for use by Customer ("Cutover") under the applicable Attachment(s) or Addendum(s) or, if no installation is involved, upon the Effective Date of the applicable Attachment(s) or Addendum(s).**
9. The waiver of any term or condition under this Contract by either Party is not a waiver of any other term or waiver of the same term at any other time. Any waiver must be written and signed by the Party making the waiver.
10. This Contract shall be governed at all times by the laws of the State of California.
11. Customer requests that its identity be kept confidential and not publicly disclosed by SureWest or the CPUC, unless required by law.

IN WITNESS WHEREOF, the Parties hereto have caused this Contract to be executed by signature of their respective duly authorized representatives.

SUREWEST TELEPHONE

By: _____

Name: Paul Krueger

Title: Executive Director of Business Sales

Date Signed: _____

CENTER UNIFIED SCHOOL DISTRICT

By: _____

Name: _____

Title: _____

Date Signed: _____

ATTACHMENT 1

PRIMARY RATE INTERFACE (PRI) SERVICE

SureWest Telephone, shall provide **CENTER UNIFIED SCHOOL DISTRICT** with Primary Rate Interface Service at the following rates and charges at **Wilson C Riles, Jr High 4747 PFE Rd., Roseville:**

Initial Quantity	Service	Monthly Rate (each)	Non-Recurring Charge (NRC)
<u>1</u>	DS1 Channel Terminations	<u>\$131.25</u>	<u>Non Applicable to this Contract</u>
<u>1</u>	"Unlimited Local Calling" Primary Rate Interface	<u>\$290.00</u>	<u>Non Applicable to this Contract</u>
<u>23</u>	Circuit Switched Voice	<u>\$.50</u>	<u>Non Applicable to this Contract</u>
<u>23</u>	Caller Id Channels	<u>\$2.00</u>	<u>Non Applicable to this Contract</u>

The above rates do not include the Network Access Charge. The above rates are exclusive of any applicable taxes and surcharges that may be levied on service covered by the Agreement by Federal, State, and/or local government agencies.

Non-Recurring Charges:

Non-recurring charges for the initial installation of Service items as set forth above will be assessed, when applicable, from the appropriate tariff at the NRC schedule as set forth above. Non-recurring charges for moves or changes to any Service item set forth above will be assessed from the applicable tariff. An Access Order Charge is applied to Channel Terminations ordered, unless otherwise specifically noted.

Minimum Service Quantities:

Customer may increase quantities ("Additional Quantities"), at any time up to 12-months prior to the completion of the Term of this Contract, of any Service item as set forth above. Customer agrees to maintain one hundred percent (100%) of each Service item as set forth above subscribed to under the terms of this Contract. Any Services cancelled by Customer prior to the completion of the Term of this Contract are subject to Termination Liability Charges.

Termination Liability Charges:

The termination charge shall be determined as follows:

Before Cutover, recurring and nonrecurring cost of labor, engineering, non reusable materials, interest, transportation, storage, manufacturer's cancellation charges and any other costs incurred by SureWest prior to completion of installation, including those expenses incurred in preparation for start of installation.

After Cutover, Customer shall pay an amount equal to eight-five percent (85%) of the rates and charges set forth above, for the Minimum Service Quantity shown above, for the remaining life of this Contract. Any such termination liability charge is due and payable in one lump sum within thirty (30) days of the termination of this attachment.

ATTACHMENT 2

DIGITAL BUSINESS SERVICE (CENTREX)

SureWest shall provide CENTER UNIFIED SCHOOL DISTRICT at Wilson C Riles School 4747 PFE Rd., Roseville with Digital Business Service commonly called "Centrex" Service at the following rates and charges:

Initial Quantity	Service and Description	Monthly Rate (each)	Non-Recurring Charge (NRC)	Monthly Subtotal
7	Network Access Terminations	\$11.85	Non Applicable to this Contract	\$82.95
10	Centrex Intrasytem Lines	\$9.10	Non Applicable to this Contract	\$91.00
10	Feature Group III	\$1.16	Non Applicable to this Contract	\$11.60
			Total	\$185.55

The above rates do not include the Network Access Charge. The above rates are exclusive of any applicable taxes and surcharges that may be levied on service covered by the Contract by Federal, State, and/or local government agencies.

Non-Recurring Charges:

Non-recurring charges for the initial installation of Service items as set forth above will be assessed, when applicable, from the appropriate tariff at the NRC schedule as set forth above. Non-recurring charges for moves or changes to any Service item set forth above will be assessed from the applicable tariff.

Minimum Service Quantities:

Customer may increase quantities ("Additional Quantities"), at any time up to 12 months prior to the completion of the Term of this Contract, of any Service item as set forth above. Customer agrees to maintain a Minimum Service Quantity of not less than 85% of the maximum quantity of each Service subscribed to under the terms of this Contract. (Minimum Service Quantity = Highest Quantity of the Service Subscribed to Under the Terms of this Contract X 0.85).

Termination Liability Charges:

The termination charge shall be determined as follows:

Before Cutover, SureWest's recurring and nonrecurring cost of labor, engineering, non reusable materials, interest, transportation, storage, manufacturer's cancellation charges and any other costs incurred by SureWest prior to completion of installation, including those expenses incurred in preparation for start of installation.

After Cutover, Customer shall pay an amount equal to one hundred percent (100%) of the rates and charges set forth above, for the Minimum Service Quantity shown above, for the remaining life of this Contract. Any such termination liability charge is due and payable in one lump sum within thirty (30) days of the termination of this attachment.

New Account ☐ Renewal ☒

Initial SureWest _____ Date _____

Initial Customer _____ Date _____

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: February 3, 2010

Information Item

From: Craig Deason, Assist. Supt.

Attached Pages 12

Assist. Supt. Initials: CD

SUBJECT: Amendment #2 to Communication Site License Agreement By and Between New Cingular Wireless PCS, LLC and Center Joint Unified School District

This amendment to the communication site license agreement between New Cingular Wireless PCS, LLC and Center Joint Unified School District increases the premises licensed to New Cingular Wireless PCS, LLC and increases their rent accordingly.

RECOMMENDATION: That the Board of Trustees approve Amendment #2 to Communication Site License Agreement By and Between New Cingular Wireless PCS, LLC and Center Joint Unified School District.

CONSENT AGENDA

Market: San Francisco/Sacramento/Reno
Cell Site Number: CN1586
Cell Site Name: Dry Creek & Watt
FA Number: 10101678
Address: 8408 Watt Avenue, Antelope, California 95843

SECOND AMENDMENT TO COMMUNICATION SITE LICENSE AGREEMENT

THIS SECOND AMENDMENT TO COMMUNICATION SITE LICENSE AGREEMENT ("Amendment"), dated as of the latter of the signature dates below, is by and between Center Unified School District, a public school district, having a mailing address of 8408 Watt Avenue, Antelope, California 95843 (hereinafter referred to as "Licensor") and New Cingular Wireless PCS, LLC, a Delaware limited liability company, having a mailing address of 12555 Cingular Way, Suite 1300, Alpharetta, Georgia 30004 (hereinafter referred to as "Licensee").

WHEREAS, Licensor and Licensee entered into a Communication Site License Agreement dated November 17, 2005 and a First Amendment to Communication Site License Agreement dated October 4, 2009, whereby Licensor licensed to Licensee certain Premises, therein described, that are a portion of the Property located at 3111 Center Court Lane, Antelope, California 95843 ("Agreement"); and

WHEREAS, Licensor and Licensee desire to amend the Agreement to increase the size of the Premises; and

WHEREAS, Licensor and Licensee desire to adjust the rent in conjunction with the modifications to the Agreement contained herein; and

WHEREAS, Licensor and Licensee desire to amend the Agreement to modify the Notice section thereof; and

WHEREAS, Licensor and Licensee, in their mutual interest, wish to amend the Agreement as set forth below accordingly.

NOW THEREFORE, in consideration of the foregoing and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Licensor and Licensee agree as follows:

- 1. The Recitals are true and correct and are hereby incorporated by reference.**
- 2. Premises.** Licensor agrees to increase the size of the Premises licensed to Licensee to accommodate Licensee's needs. Upon the execution of this Amendment, Licensor licenses to Licensee the Premises as more completely described on attached Exhibit B-1a. Licensor's execution of this Amendment will signify Licensor's approval of Exhibit B-1a. Exhibit B-1a hereby replaces Exhibit B-1 to the Agreement and Section 1.1 of the Agreement is amended accordingly.

3. **Use.** The specific improvements to be constructed, maintained and operated on the Premises by Licensee as a result of this Amendment are set forth in Exhibit C, which is hereby incorporated by reference. Section 2 of the Agreement is amended accordingly.

4. **Rent.** Commencing on the full execution of this Amendment (the "Rent Commencement Date"), Rent shall be increased by Six Hundred Thirty-Five Dollars and Seventy Cents (\$635.70) per month, subject to adjustments as provided in the Agreement. Within thirty (30) days of the full execution of this Amendment, Licensee shall pay to Licenser the sum of One Thousand and No/100 Dollars (\$1000.00) as reimbursement for legal expenses associated with the review of this agreement. Section 5(a) of the Agreement is amended accordingly.

5. **Notices.** Section 19(c) of the Agreement is hereby deleted in its entirety and replaced with the following: **NOTICES.** All notices, requests, demands and communications hereunder will be given by first class certified or registered mail, return receipt requested, or by a nationally recognized overnight courier, postage prepaid, to be effective when properly sent and received, refused or returned undelivered. Notices will be addressed to the parties as follows.

As to Licensee:

New Cingular Wireless PCS, LLC
Attn: Network Real Estate Administration
Re: Cell Site # CN1586, Cell Site Name: Dry Creek & Watt, FA No: 10101678,
12555 Cingular Way, Suite 1300
Alpharetta, GA 30004

With a required copy of the notice sent to the address above to AT&T Legal at:

If sent via certified or registered mail:

New Cingular Wireless PCS, LLC
Attn: AT&T Legal Department
Re: Cell Site # CN1586, Cell Site Name: Dry Creek & Watt (CA); FA #: 10101678;
PO Box 97061
Redmond, WA 98073-9761

If sent via nationally recognized overnight courier:

New Cingular Wireless PCS, LLC
Attn: AT&T Legal Department
Re: Cell Site # CN1586, Cell Site Name: Dry Creek & Watt (CA); FA #: 10101678;
16331 NE 72nd Way
Redmond, WA 98052-7827

and as to Licensor:

Center Unified School District
8408 Watt Avenue
Antelope, California 95843
Attn: Superintendent

Either party hereto may change the place for the giving of notice to it by thirty (30) days prior written notice to the other as provided herein.

6. Other Terms and Conditions Remain. In the event of any inconsistencies between the Agreement and this Amendment, the terms of this Amendment shall control. Except as expressly set forth in this Amendment, the Agreement otherwise is unmodified and remains in full force and effect. Each reference in the Agreement to itself shall be deemed also to refer to this Amendment.

7. Capitalized Terms. All capitalized terms used but not defined herein shall have the same meanings as defined in the Agreement.

IN WITNESS WHEREOF, the parties have caused their properly authorized representatives to execute and seal this Amendment on the dates set forth below.

"LICENSOR"

Center Unified School District,
a public school district

By: _____
Name: _____
Title: _____
Date: _____

"LICENSEE"

New Cingular Wireless PCS, LLC,
A Delaware limited liability company
By: AT&T Mobility Corporation
Its: Manager


By:  _____
Name: MIKE GUBERT
Title: AT&T MOBILITY CONSTRUCTION & EMGR
Date: 1/13/11

EXHIBIT B-1a
Revised Premises Description

(attached)

EXHIBIT "A"

BEING A PORTION OF THAT CERTAIN PARCEL OF LAND AS DESCRIBED IN THE GRANT DEED FROM CHARLES A. DRIVER, Jr. TO CENTER JOINT SCHOOL DISTRICT OF SACRAMENTO AND PLACER COUNTIES FILED FOR RECORD MAY 11, 1982 AS DOCUMENT NUMBER 1982-66685, COUNTY OF SACRAMENTO, STATE OF CALIFORNIA, MORE PARTICULARLY DESCRIBED AS FOLLOWS:

COMMENCING AT A POINT ON THE WEST LINE OF SECTION 13, TOWNSHIP 10 NORTH, RANGE 5 EAST, MOUNT DIABLO BASE AND MERIDIAN AS SHOWN AS A MONUMENT LOCATED IN WATT AVENUE AT THE WESTERN TERMINUS OF GLENTANA WAY, AS SHOWN ON THAT CERTAIN MAP ENTITLED "ANTELOPE VISTA UNIT NO. 5" FILED FOR RECORD APRIL 27, 1988 IN BOOK 183 OF MAPS AT PAGE 3, SACRAMENTO COUNTY RECORDER'S OFFICE; THENCE LEAVING SAID MONUMENT SOUTHERLY ALONG SAID WEST LINE OF SECTION 13, SOUTH 00°24'00" EAST, 780.97 FEET;

THENCE LEAVING SAID WEST LINE OF SECTION 13, NORTH 89°36'00" EAST, 189.94 FEET TO A POINT ON THE OUTSIDE EDGE OF AN EXISTING CONCRETE MASONRY UNIT (CMU) WALL AND THE POINT OF BEGINNING;

THENCE LEAVING SAID POINT OF BEGINNING, NORTH 00°14'02" EAST, 10.67 FEET TO A POINT ON THE OUTSIDE EDGE OF A CMU WALL;

THENCE CONTINUING ALONG OUTSIDE EDGE OF SAID CMU WALL, SOUTH 89°45'58" EAST, 8.00 FEET;

THENCE CONTINUING ALONG OUTSIDE EDGE OF SAID CMU WALL, NORTH 00°14'02" EAST, 8.66 FEET;

THENCE CONTINUING ALONG OUTSIDE EDGE OF SAID CMU WALL, SOUTH 89°45'58" EAST, 9.33 FEET;

THENCE CONTINUING ALONG OUTSIDE EDGE OF SAID CMU WALL, SOUTH 00°14'02" WEST, 19.33 FEET;

THENCE CONTINUING ALONG OUTSIDE EDGE OF SAID CMU WALL, NORTH 89°45'58" WEST, 17.33 FEET TO THE POINT OF BEGINNING.

CONTAINING AN AREA OF 265.78 SQUARE FEET, OR 0.006 ACRES, MORE OR LESS.



JES ENGINEERING, INC.

CIVIL ENGINEERING & LAND SURVEYING

1355 WILLOW WAY, SUITE 105
CONCORD, CA 94520
(925)874-1151
(925)874-1314 FAX



AT+T WIRELESS SERVICES, INC.
651 GENTRY BLVD., #1000
SOUTH SAN FRANCISCO, CA 94080

AT+T

SITE#960012020A

"CENTER HIGH SCHOOL"
8408 WATT AVE.
SACRAMENTO, CA

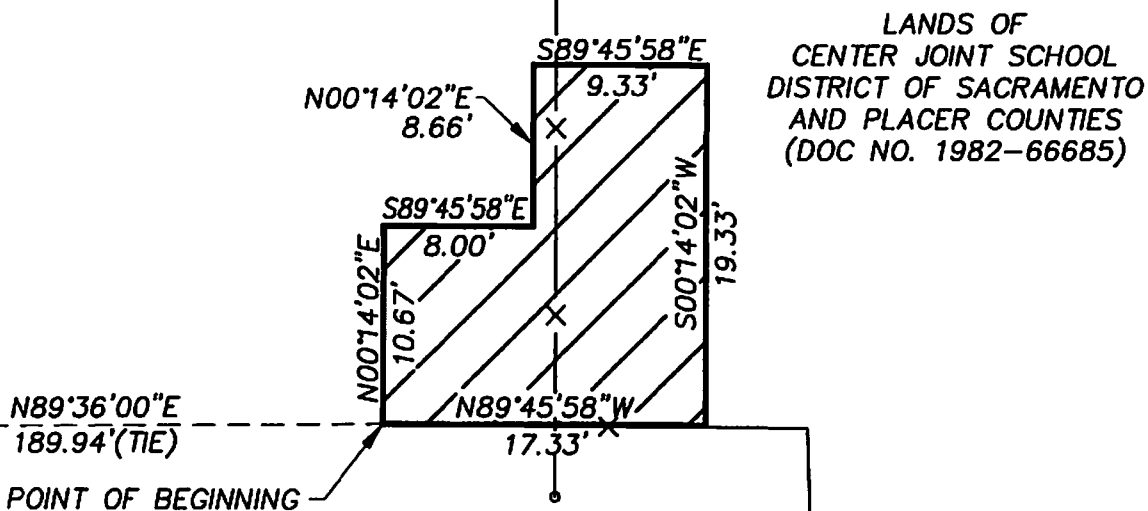
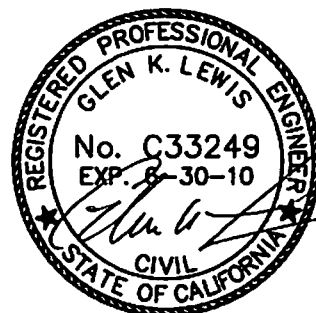
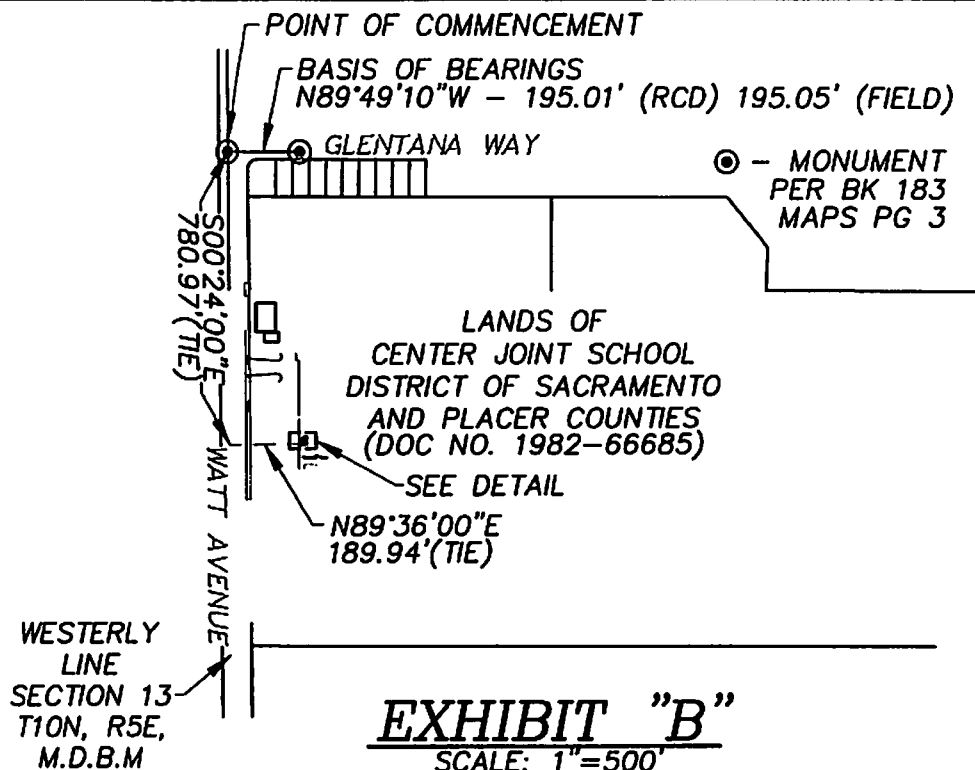
SCALE: AS NOTED

DATE: 01/05/10

DRAWN BY: RBP

SHEET 1 OF 2

JOB NO. 09096ATT



DETAIL

SCALE: 1"=10'

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SOUTH SAN FRANCISCO, CA 94080

SITE#960012020A
"CENTER HIGH SCHOOL"
8408 WATT AVE.
SACRAMENTO, CA

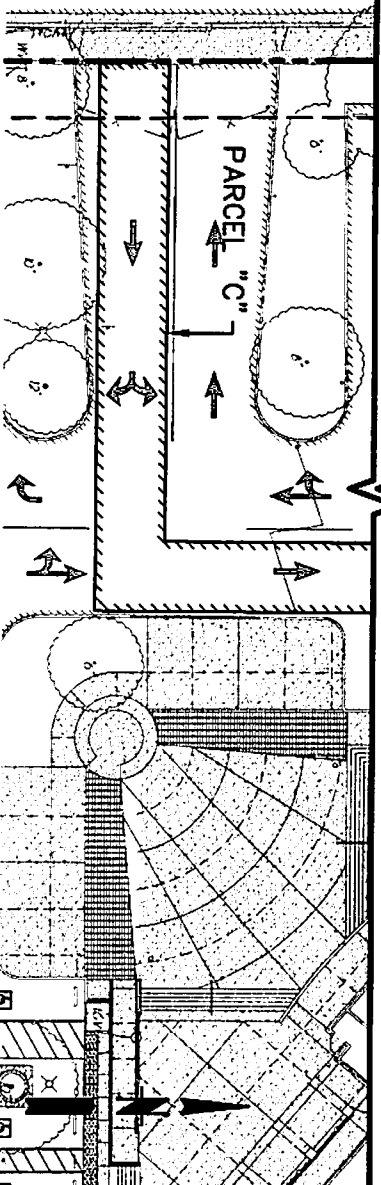
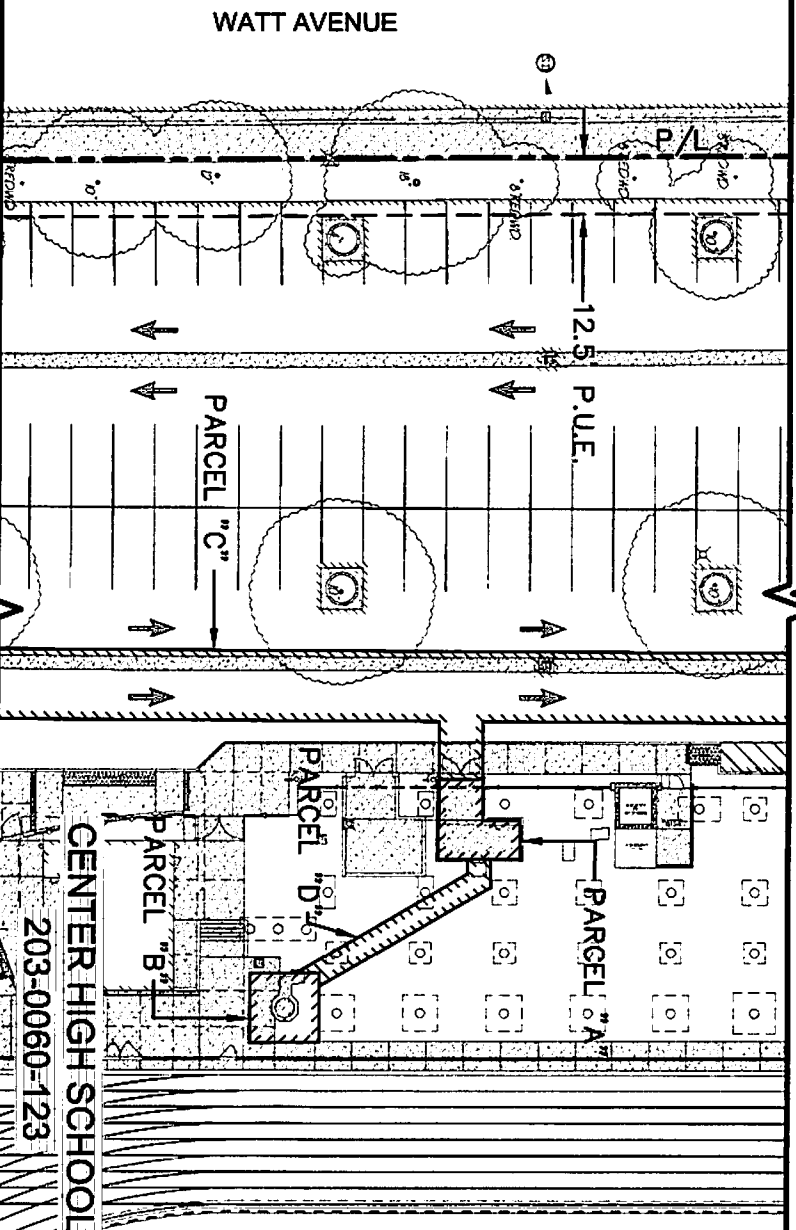
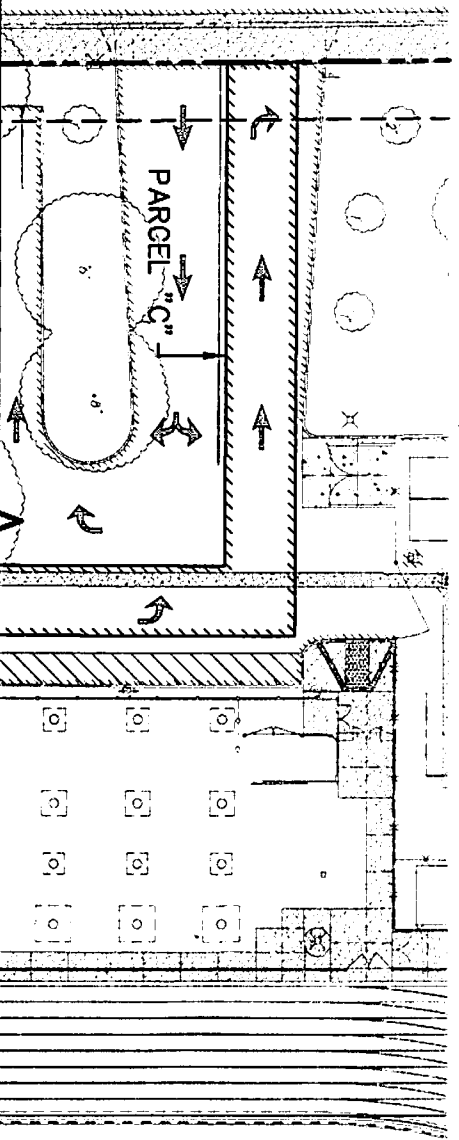
SCALE:	AS NOTED
DATE:	01/05/10
DRAWN BY:	RBP
SHEET	1 OF 2
JOB NO.	09096ATT

EXHIBIT "C"

Improvement Pursuant to Second Amendment

(attached)

EXHIBIT C



CENTER HIGH SCHOOL

203-0060-123

SCALE 1"=40'



1 Product Description

The FLASHWAVE 4100 Extension Shelf, a carrier-class optical transport system, delivers high density DS1 and DS3 services. The temperature hardened 2 RU high extension shelf uses dual-port OC-3 Line units to deliver up to 168 DS1s protected or unprotected, and 6 DS3s protected or 12 DS3s unprotected.

The extension shelf is equipped with universal mounting brackets so the shelf can be mounted in either a 19-inch or 23-inch rack; however, Fujitsu is delivering the 19-inch rack option to AT&T.

2 Introduction

This document provides an overview of the FLASHWAVE 4100 Extension Shelf features and procedures. This document also provides an overview of the equipment that connects to the FLASHWAVE 4100 Extension Shelf in the outdoor Purcell cabinet.

The FLASHWAVE 4100 Extension Shelf provides a solution when high concentrations of DS1 or DS3 services are required or a small footprint is a necessity. The small 2RU form factor makes the Extension Shelf adept at extending SONET reliability and management to cellular towers or RT sites. The FLASHWAVE 4100 Extension Shelf is a compact 2RU platform with dual-port OC-3 line interfaces.



CAUTION:

Installation of FLASHWAVE 4100 Extension Shelf filler panels (FC9681FLE1) in unused service slots is required for full NEBS[®] Level 3 Cabinet Compliance. Failure to do so could jeopardize the system integrity and/or performance during NEBS Level 3 event. Please contact your Fujitsu Sales Representative for ordering information. Refer to Section 12.1, Fujitsu Sales Contact Information [pg. 111].



Figure 3[p.9] shows the isometric view of the FLASHWAVE 4100 Extension Shelf cabinet with component layouts.

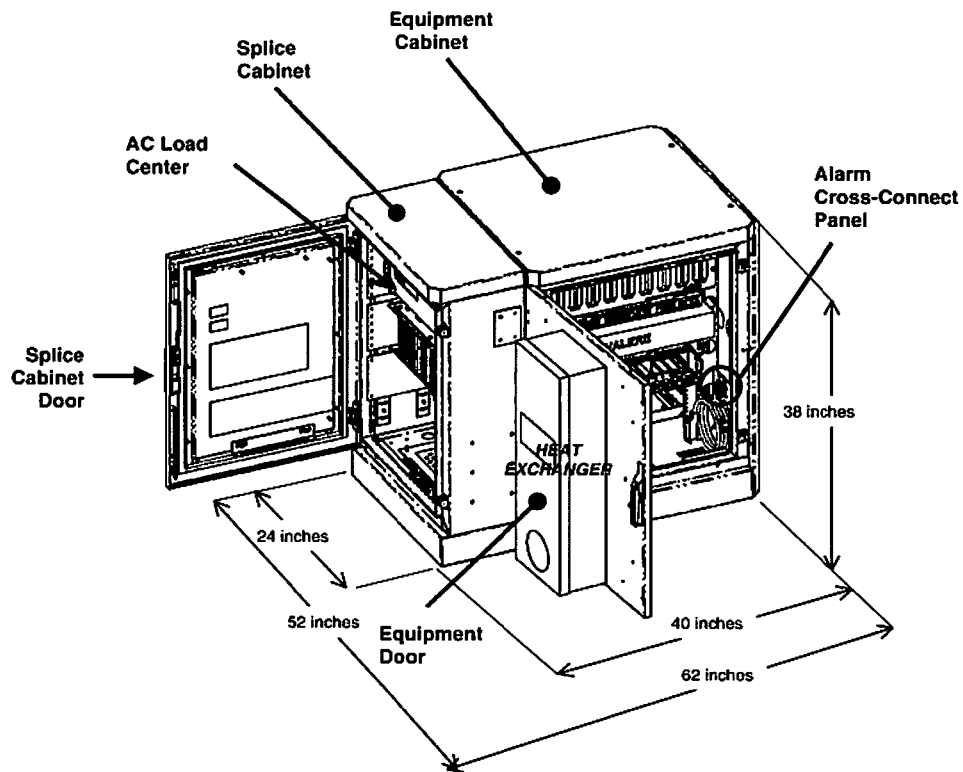


Figure 3: FLASHWAVE 4100 Extension Shelf Cabinet Isometric View

4. Cabinet and Equipment Overview

Figure 4[p.10] shows the equipment cabinet (front view) with the door open showing the main cabinet components.

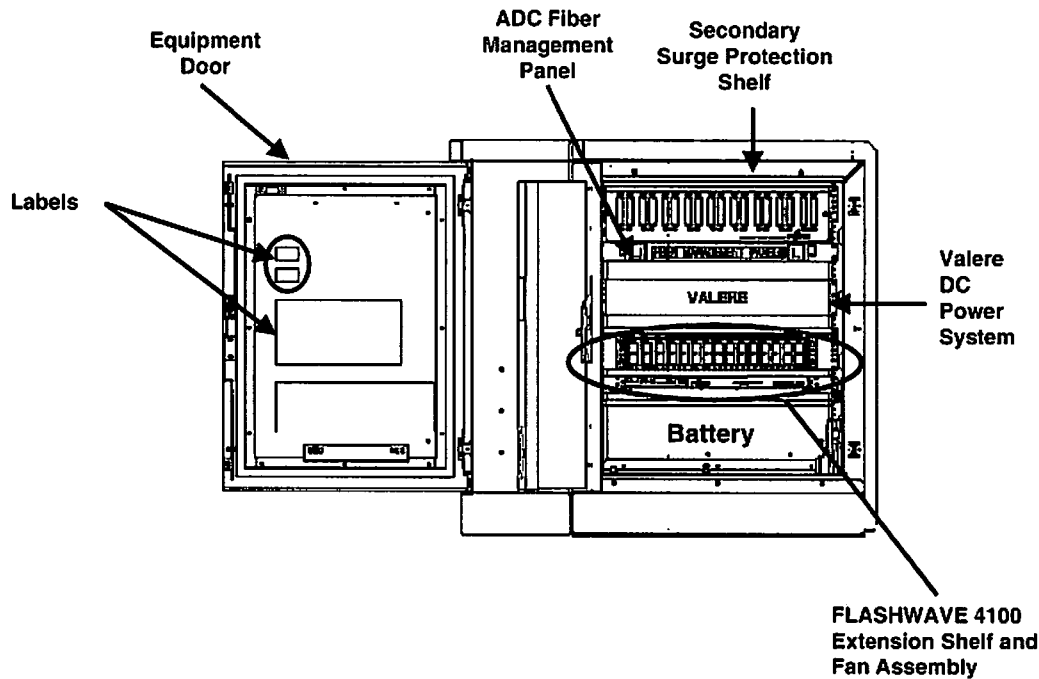


Figure 4: FLASHWAVE 4100 Extension Shelf Equipment Cabinet

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Wilson C. Riles Middle School

Date: January 22, 2010

Action Item ____

To: Board of Trustees

Information Item X

From: Joyce Duplissea, Principal

Attached Pages 2

Principal's Initials: J.D.

SUBJECT:

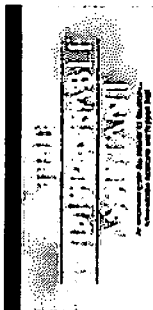
Wilson C. Riles Middle School will send Nancy Wright and Barbara Blackwell on February 18, 2010 and Rhonda Vaughan and Karen Reeves on March 15, 2010 to the Indispensable Assistant Seminar to be held in Sacramento. Funding for the seminar will come from school site funds.



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*"What a powerful day! My people are
still talking about The Indispensable
Assistant. The trainer's enthusiasm
and skill lifted morale up to
the rooftops!"*

— Paul Berg, U.S. Border Patrol

SEC #07091 **A**
Printed in the USA

THE INDISPENSABLE ASSISTANT

An empowering one-day seminar
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WORKSHOP OUTLINE



HOW TO GET ORGANIZED AND STAY THAT WAY

- 6 tips for developing a plan to get the most out of each day
- How to productively use the part of your day that most people waste
- Perform 2 easy tasks at the end of each day and save hours (and headaches) the next day
- Back to the basics—the unbeatable benefits of the tried-and-true “to-do” list
- How the “80/20” rule will help you identify your most important tasks
- How to organize your work area for improved efficiency
- Dealing with correspondence—shortcuts you and your boss can work out together
- When less truly is more—how to practice the art of paper purging

TIME MANAGEMENT SOLUTIONS THAT WORK

- 3 specific methods for shaving time from routine jobs
- When taking a well-deserved break can actually save you valuable time
- 3 steps for streamlining paperwork by using the “handle-it-once” rule
- Parkinson’s Law—reclaim wasted time by applying its universal lessons
- How to avoid falling into the trap of working more and accomplishing less
- How to pinpoint time wasters in your workflow system
- 10 “Golden Rules” of time management
- How to eliminate the biggest self-generated time waster

STRESS MANAGEMENT TECHNIQUES

- How to recognize and deal with the 5 most common causes of work-related stress
- How your physical environment contributes to stress—tips for stress-proofing your workspace
- How to schedule for those last-minute crises
- 3 strategies for avoiding job frustration and burnout
- Simple, effective relaxation exercises you can use anytime, anywhere
- Ideas you can share with your boss for reducing stress throughout the department
- Understanding the root causes of job burnout and how to handle them

Program Hours:
9 a.m. – 4 p.m.

ASSERTIVENESS SKILLS THAT HELP YOU GET THE JOB DONE

- 7 assertiveness techniques that will increase your professional effectiveness
- Identify and eradicate the nonverbal messages that undermine your assertiveness
- 4 steps for saying “No” when necessary, without being offensive or feeling guilty
- 10 diplomatic ways to let supervisors and co-workers know you can’t take on any more
- Time-tested strategies for negotiating what you want
- How to gracefully let your boss know when you’ve been given conflicting priorities
- How preparing a script ahead of time can help you be more assertive
- Personal power—where it comes from and how to use it

MANAGING MULTIPLE PROJECTS AND PRIORITIES

- How to set a deadline—the key to effective project management
- Why “going public” with a deadline will help you make it
- 3 steps for putting an end to missed deadlines
- A formula for ranking your priorities by importance and urgency
- The “divide-and-conquer” approach: How to cut unwieldy projects down to size
- 10 tips from professional project managers that you can use to plan, implement and complete your projects
- How to set the B.E.S.T. goals to focus your time and energy
- Why people who write it down are more successful than people who don’t

HOW TO HANDLE THE INTERRUPTIONS THAT SABOTAGE YOUR PRODUCTIVITY

- One sure-fire way to discourage drop-in visitors
- How to avoid constant interruptions (even from the boss) and secure more time for completing tasks
- How to concentrate on one thing at a time and get it done
- How a few minutes in the morning can save many interruptions throughout the day
- Implementing the “quiet hour” to guarantee blocks of uninterrupted time
- Steps for avoiding telephone interruptions
- 6 recommendations for dealing tactfully with people who slow you down
- The signals that politely but firmly let a co-worker know you don’t have time to chat
- R.E.A.C.T.—5 steps for managing demands when saying “No” isn’t an option

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Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Wilson C. Riles Middle School

Date: January 22, 2010

Action Item ____

To: Board of Trustees

Information Item X

From: Joyce Duplissee, Principal

Attached Pages ____

Principal's Initials: JD

SUBJECT:

Wilson C. Riles Middle School will be sending a team of 11 participants (1 administrator, 4 teachers, 1 psychologist, 2 counselors and 3 classified staff) to the BEST (Building Effective Schools Together) training offered by the Placer County Office of Education in conjunction with the Sacramento County Office of Education. The purpose of the training is to develop a school-wide positive behavior support plan. The training will take place on the following dates: January 20th, February 18th, and March 3rd. Sacramento County of Education will reimburse CUSD for all costs related to the BEST training.

*Center Joint Unified School District***AGENDA REQUEST FOR:****Dept./Site:** Superintendent's Office**Action Item** X **To:** Board of Trustees**Information Item** **Date:** February 3, 2010**# Attached Pages** **From:** Scott A. Loehr, Superintendent**Principal/Administrator Initials:** **SUBJECT: First Reading: Board Policies/Regulations/Exhibits
(No Significant Changes)**

Replace BP	2210	Administrative Discretion Regarding Board Policy
Replace BP	3100	Budget
Replace BP/AR	3270	Sale and Disposal of Books, Equipment and Supplies
Replace BP	3280	Sale or Lease of District-Owned Real Property
Replace AR	3460	Financial Reports and Accountability
Replace BP/AR	3580	District Records
Replace AR	4112.23	Special Education Staff
Replace AR	4112.4, 4212.4, 4312.4	Health Examinations
Replace AR	4117.11, 4317.11	Preretirement Part-Time Employment
Replace AR	4117.14, 4317.14	Postretirement Employment
Replace AR	5113.2	Work Permits
Replace BP/AR	5117	Interdistrict Attendance
Replace BP	6111	School Calendar
Replace BP	6146.1	High School Graduation Requirements
Replace BP	6146.4	Differential Graduation and Competency Standards for Students with Disabilities
Replace AR	6162.52	High School Exit Examination

RECOMMENDATION: CUSD Board of Trustees approve the first reading of presented policies/regulations/exhibits.

ADMINISTRATIVE DISCRETION REGARDING BOARD POLICY

Note: The following optional policy may be revised to reflect district practice.
--

~~Through the adoption of written policies, the Governing Board conveys its expectations for actions that will be taken in the district, clarifies roles and responsibilities of the Board and Superintendent, and communicates Board philosophy and direction. However, the Board recognizes that, at times, issues may arise in the operation of district schools that are not addressed in Board policy or administrative regulation. When resolution of such issues necessitates immediate action, the Superintendent or designee shall have the authority to act on behalf of the district.~~

Through Governing Board policy, the Board tries to anticipate critical policy issues that may affect district students and operations. However, the Board recognizes that questions may arise in the day-to-day operations of the schools that are not addressed in Board policy or administrative regulations. When resolution of such issues demands timely action, the Superintendent or designee shall have the authority to act on behalf of the district.

(cf. 2110 - Superintendent Responsibilities and Duties)

(cf. 9000 - Role of the Board)

(cf. 9310 - Board Policies)

~~If the matter involves a policy decision where controversy is foreseeable, or a matter that has a significant impact on student learning or safety, the Superintendent or designee shall notify the Board as soon as practicable after its occurrence. The Board president and the Superintendent shall schedule a review of the action at the next regular Board meeting. If the action indicates the need for additions or revisions to Board policies, the Superintendent or designee shall make the necessary recommendations to the Board.~~

If the matter involves a policy decision that is likely to be controversial, or a matter that has a significant impact on student learning or safety, the Superintendent or designee shall notify the Board president as soon as practicable after its occurrence. The Board president shall then inform the Board as appropriate.

The Board president may schedule a review of the action at the next regular Board meeting.

If the action indicates the need for additions or revisions in Board policies, the Superintendent or designee shall make the necessary recommendations to the Board.

(cf. 9322 - Agenda/Meeting Materials)

Tier 3 Categorical Flexibility

Note: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), the 2009-10 budget trailer bills, Education Code 42605 grants districts flexibility to transfer funds received for 39 "Tier 3" categorical programs to be used for any "educational purpose" for the 2008-09 through 2012-13 fiscal years. As a condition of receipt of the categorical funds, Education Code 42605 requires the Governing Board to (1) first hold a public
--

ADMINISTRATIVE DISCRETION REGARDING BOARD POLICY (continued)

hearing in order to take testimony from the public and to discuss and approve or disapprove the proposed use of the funding and (2) make explicit for each budget item the purposes for which the funds will be used; see BP 3110 - Transfer of Funds.

Education Code 42605 specifies that districts accepting the flexibility shall be "deemed in compliance with the program and funding requirements contained in statutory, regulatory, and provisional" language for each of these Tier 3 categorical programs for the 2008-09 through 2012-13 fiscal years. District policies and administrative regulations, as well as CSBA's sample materials, reflect the legal requirements for these programs and, depending on how a district has chosen to exercise this flexibility, many of these requirements may not be applicable during this period.

However, this grant of flexibility by the legislature does not affect or alter any existing bargaining agreement that the district may have in place or the terms of any contract with external third parties. Districts are still subject to those contractual obligations, unless those agreements are renegotiated. Districts should examine the terms of these agreements and consult with district legal counsel for guidance.

The following optional section is for use by districts that have accepted the categorical flexibility and provides for the temporary suspension of provisions of affected policies, administrative regulations, and other documents during the period of flexibility. Adoption of this language will enable the district to make programmatic changes without revising and reissuing all affected policies and administrative regulations. In addition, it is recommended that districts add a cautionary notice to each affected policy and regulation to alert readers that provisions in those materials may have been temporarily suspended. See CSBA's policy advisory Policy Implications of Categorical Program Flexibility.

The Board has determined that it is in the best interest of the district to utilize the categorical program flexibility authorized by Education Code 42605. In accordance with Education Code 42605, for the 2008-09 through 2012-13 fiscal years, the Superintendent may suspend statutory or regulatory program and funding requirements for Tier 3 categorical programs reflected in any of the district's Board policies, administrative regulations, bylaws, or exhibits to the extent that such suspension does not affect the terms of any existing district contract or bargaining agreement. He/she may also suspend any such language reflected in any district procedure, rule, plan, or employee or student handbook. As necessary, the Superintendent or designee shall consult with other staff, district legal counsel, and/or the chief business official regarding the district's exercise of this flexibility.

The Superintendent or designee shall regularly report to the Board regarding how the district is exercising the flexibility and whether the desired results are being achieved.

(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3110 - Transfer of Funds)
(cf. 3111 - Deferred Maintenance Funds)
(cf. 4111 - Recruitment and Selection)
(cf. 4112.2 - Certification)
(cf. 4112.21 - Interns)
(cf. 4113 - Assignment)

ADMINISTRATIVE DISCRETION REGARDING BOARD POLICY (continued)

(cf. 4117.14/4317.14 - *Postretirement Employment*)
(cf. 4131 - *Staff Development*)
(cf. 4131.1 - *Beginning Teacher Support/Induction*)
(cf. 4138 - *Mentor Teachers*)
(cf. 4139 - *Peer Assistance and Review*)
(cf. 4231 - *Staff Development*)
(cf. 4331 - *Staff Development*)
(cf. 5123 - *Promotion/Acceleration/Retention*)
(cf. 5136 - *Gangs*)
(cf. 5141.32 - *Health Screening for School Entry*)
(cf. 5145.6 - *Parental Notifications*)
(cf. 5146 - *Married/Pregnant/Parenting Students*)
(cf. 5147 - *Dropout Prevention*)
(cf. 5148.1 - *Childcare Services for Parenting Students*)
(cf. 5149 - *At-Risk Students*)
(cf. 6111 - *School Calendar*)
(cf. 6141.5 - *Advanced Placement*)
(cf. 6142.6 - *Visual and Performing Arts Education*)
(cf. 6142.91 - *Reading/Language Arts Instruction*)
(cf. 6142.94 - *History-Social Science Instruction*)
(cf. 6146.1 - *High School Graduation Requirements*)
(cf. 6151 - *Class Size*)
(cf. 6161.1 - *Selection and Evaluation of Instructional Materials*)
(cf. 6162.52 - *High School Exit Examination*)
(cf. 6163.1 - *Library Media Centers*)
(cf. 6164.2 - *Guidance/Counseling Services*)
(cf. 6172 - *Gifted and Talented Student Program*)
(cf. 6176 - *Weekend/Saturday Classes*)
(cf. 6177 - *Summer School*)
(cf. 6178 - *Career Technical Education*)
(cf. 6178.2 - *Regional Occupational Center/Program*)
(cf. 6179 - *Supplemental Instruction*)
(cf. 6184 - *Continuation Education*)
(cf. 6185 - *Community Day School*)
(cf. 6200 - *Adult Education*)
(cf. 7214 - *General Obligation Bonds*)
(cf. 9323.2 - *Actions by the Board*)

Legal Reference:

EDUCATION CODE

35010 *Control of district, prescription and enforcement of rules*
35035 *Powers and duties of superintendent*
35160 *Authority of governing boards*
35160.5 *Annual review of school district policies*
35163 *Official actions, minutes and journal*
42605 *Tier 3 categorical flexibility*

ADMINISTRATIVE DISCRETION REGARDING BOARD POLICY (continued)

Management Resources:

CSBA PUBLICATIONS

Policy Implications of Categorical Program Flexibility, Policy Advisory, November 2009

Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance Teams, Budget Advisory, March 2009

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

Fiscal Issues Relating to Budget Reductions and Flexibility Provisions, April 2009

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Board Policy

Administrative Leeway in Absence of Governing Board Policy

BP 2210

Administration

Through Governing Board policy, the Board tries to anticipate critical policy issues that may affect district students and operations. However, the Board recognizes that questions may arise in the day-to-day operations of the schools that are not addressed in Board policy or administrative regulations. When resolution of such issues demands timely action, the Superintendent or designee shall have the authority to act on behalf of the district.

(cf. 2110 - Superintendent Responsibilities and Duties)

(cf. 9000 - Role of the Board)

(cf. 9311 - Board Policies)

If the matter involves a policy decision that is likely to be controversial, or a matter that has a significant impact on student learning or safety, the Superintendent or designee shall notify the Board president as soon as practicable after its occurrence. The Board president shall then inform the Board as appropriate.

The Board president may schedule a review of the action at the next regular Board meeting.

If the action indicates the need for additions or revisions in Board policies, the Superintendent or designee shall make the necessary recommendations to the Board.

Legal Reference:

EDUCATION CODE

35035 Powers and duties of superintendent

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: December 19, 2001 Antelope, California

BUDGET

The Governing Board recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, and priorities. The district budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

(cf. 0000 - Vision)

(cf. 3000 - Concepts and Roles)

(cf. 3300 - Expenditures and Purchases)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9000 - Role of the Board)

Note: Education Code 42122 requires that the district budget include the appropriations limit and the total annual appropriations subject to limitation, as provided below. The appropriations limit is determined pursuant to Government Code 7900-7914 and identified in a Board resolution pursuant to Education Code 42132 and Government Code 7910; see AR 3460 - Financial Reports and Accountability.

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

Note: Education Code 42127 gives districts a choice of budget adoption methods. Under the single budget adoption process (Education Code 42127(i)), the Governing Board must adopt and submit, by July 1, a "final" budget which subsequently may be amended within 45 days after the state budget is adopted and when necessary in response to disapproval of the budget by the County Superintendent of Schools. Under the dual budget adoption process (Education Code 42127(e) and (g)), the budget that the Board adopts by July 1 serves as a "tentative" budget. By September 8, the Board must submit a revised final budget which responds to the County Superintendent's recommendations and reflects changes in projected income or expenditures after July 1.

Education Code 42127 requires districts using the single budget adoption process to notify the County Superintendent of that decision by October 31 of the preceding calendar year. However, according to the California Department of Education's (CDE) budget calendar, this notification should be given earlier to the County Superintendent along with the unaudited actual data report due by September 15; see AR 3460 - Financial Reports and Accountability.

OPTION 1: (Single Budget Adoption Process)

The Superintendent or designee shall establish an annual budget development process and calendar in accordance with the single budget adoption process described in Education Code 42127(i). He/she shall annually notify the County Superintendent of Schools of the district's decision to use the single budget adoption process in the subsequent year.

BUDGET (continued)

OPTION 2: ~~(Dual Budget Adoption Process)~~

~~The Superintendent or designee shall establish an annual budget development process and calendar in accordance with the dual budget adoption process described in Education Code 42127(e) and (g).~~

Note: The remainder of this section applies to districts that selected either Option 1 or 2 above.

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

Note: Education Code 42103 and 42127 require a public hearing prior to adoption of the budget and, in the case of the dual budget adoption process, a second public hearing prior to revising the budget; see the accompanying administrative regulation.

The Board encourages public input in the budget development process and shall hold public hearings and meetings in accordance with Education Code 42103 and 42127.

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

Note: Education Code 42126 requires the district's final budget to be submitted to the County Superintendent in a format prescribed by the Superintendent of Public Instruction. The CDE requires districts to use the standardized account code structure; see the accompanying administrative regulation. At its discretion, the district may use a different format for communicating the budget to the Board, staff, and public but, according to the CDE, the budget that the Board formally adopts must be in the format that will be submitted to the County Superintendent.

The budget that is formally adopted by the Board shall be in the format prescribed by the Superintendent of Public Instruction. The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

Budget Advisory Committee

Note: The following optional section is for use by districts that choose to establish a budget advisory committee to provide input during the budget development process. The committee may be appointed by the Superintendent or designee (Option 1), by the Board (Option 2), or may be a Board subcommittee composed

BUDGET (continued)

exclusively of Board members (Option 3). Committees established by Board action are subject to the Brown Act; see BP/AR 1220 - Citizen Advisory Committees. Districts should delete or modify the following options as appropriate. See the accompanying administrative regulation for optional language regarding the committee's composition and duties.

This committee is different from the budget review committee that is required in the event that the County Superintendent disapproves the district's budget; see the accompanying administrative regulation.

OPTION 1: The Superintendent or designee may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

~~**OPTION 2:** The Board may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.~~

~~**OPTION 3:** The Board may establish a budget subcommittee composed exclusively of Board members.~~

Note: The following paragraph is for use by districts that selected either Option 1, 2, or 3.

The committee shall develop recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board or the Superintendent or designee.

(cf. 1220 - Citizen Advisory Committees)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 3350 - Travel Expenses)

(cf. 9130 - Board Committees)

(cf. 9140 - Board Representatives)

Budget Criteria and Standards

Note: Education Code 33129 requires the district to develop its budget and manage expenditures in keeping with criteria and standards adopted by the State Board of Education pursuant to Education Code 33127. These criteria and standards are delineated in Education Code 33128 and 5 CCR 15440-15451.

In developing the district budget, the Superintendent or designee shall analyze criteria and standards adopted by the State Board of Education which address estimation of funded average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected revenue limit, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves. The budget review shall also identify supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, and the status of labor agreements. (Education Code 33127, 33128, 33129; 5 CCR 15440-15451)

BUDGET (continued)

Note: 5 CCR 15450 establishes a minimum percentage or amount, based on the district's average daily attendance, which the district must maintain as a general fund reserve for economic uncertainty. However, ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009) amended Education Code 33128.3 to reduce the required reserve to one-third of that amount for the 2009-10 fiscal year. In fiscal year 2010-11, the district is required to make progress toward restoring the full reserve, and by fiscal year 2011-12 the district must again comply with the reserve threshold specified in 5 CCR 15450. The following paragraph may be revised to reflect the specific percentage or amount applicable to the district.

The Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of law. (Education Code 33128.3; 5 CCR 15450)

Note: The following optional paragraph may be revised to reflect district practice. As added by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility to transfer funds received for 39 "Tier 3" categorical programs to be used for any "educational purpose" for the 2008-09 through 2012-13 fiscal years; see BP 3110 - Transfer of Funds and BP 2210 - Administrative Discretion Regarding Board Policy.

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, categorical program requirements and flexibility, if any, as well as other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

(cf. 2210 - Administrative Discretion Regarding Board Policy)

(cf. 3110 - Transfer of Funds)

Long-Term Financial Obligations

The district's current-year budget and multi-year projections shall contain adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

(cf. 7210 - Facilities Financing)

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

Note: The following two optional paragraphs are for use by districts that provide "other postemployment benefits" (OPEBs) (i.e., medical, dental, vision, hearing, life insurance, long-term care, long-term disability, and other nonpension benefits to retired employees or Board members) and should be revised to reflect district practice; see BP/AR 4154/4254/4354 - Health and Welfare Benefits and BB 9250 - Remuneration, Reimbursement and Other Benefits. CSBA recommends that districts adopt a specific funding strategy for addressing their OPEB obligations. The district may pay the premiums as they fall due ("pay-as-you-go"),

BUDGET (continued)

but in such a case the district would then accrue a deficit with respect to future retirees which can be expected to grow as a result of an increasing retiree population and increases in benefit costs. Therefore, it is recommended that the district prefund the debt to the extent possible using a method and level to be determined by the Board. For example, the district may contribute a set amount or percentage of the actuarially determined "annual required contributions" to an irrevocable trust or designated fund each year.

Regardless of the funding strategy used by the district, Governmental Accounting Standards Board (GASB) Statement 45 requires the district to report the annual expense of OPEBs and, to the extent that the OPEBs are not prefunded, to report them as a liability on the district's financial statements; see AR 3460 - Financial Reports and Accountability.

CSBA's GASB 45 Solutions program provides access to qualified actuaries and consultants and a GASB 45-compliant trust to prefund future obligations. See CSBA's web site for further information.

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

Note: The following optional paragraph is for use by districts that are self-insured for workers' compensation claims, either individually or as part of a joint powers agency. See AR 3460 - Financial Reports and Accountability for provisions related to reporting the estimated accrued but unfunded cost of workers' compensation claims based on an actuarial report.

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of workers' compensation claims, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

BUDGET (continued)

Budget Amendments

Note: The following section is **optional** and should be revised to reflect district practice. CSBA's publication Maximizing School Board Governance: Fiscal Accountability recommends that the Board require continual review and amendment of the budget and that these budget amendments be viewed as an important policy discussion that should not be considered routine or delegated to management.

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval when the state budget is adopted, collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

Legal Reference: (see next page)

BUDGET (continued)

Legal Reference:

EDUCATION CODE

1240 Duties of county superintendent of schools
33127-33131 Standards and criteria for local budgets and expenditures
35035 Powers and duties of superintendent
35161 Powers and duties, generally, of governing boards
42103 Public hearing on proposed budget; requirements for content of proposed budget
42122-42129 Budget requirements
42130-42134 Financial certifications
42602 Use of unbudgeted funds
42605 Tier 3 categorical flexibility
42610 Appropriation of excess funds and limitation thereon
44518-44519.2 Chief business officer training program
45253 Annual budget of personnel commission
45254 First year budget of personnel commission

GOVERNMENT CODE

7900-7914 Appropriations limit

CODE OF REGULATIONS, TITLE 5

15060 Standardized account code structure
15440-15451 Criteria and standards for school district budgets

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Budget Planning and Adoption, 2006
Maximizing School Board Governance: Understanding District Budgets, 2006
School Finance CD-ROM, 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006

GOVERNMENTAL ACCOUNTING STANDARDS BOARD

Statement 45, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2004

Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fgr>

California Department of Finance: <http://www.dof.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Governmental Accounting Standards Board: <http://www.gasb.org>

School Services of California, Inc.: <http://www.sscal.com>

Board Policy

Budget

BP 3100

Business and Noninstructional Operations

The Governing Board recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, and priorities. The district budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

(cf. 0000 - Vision)

(cf. 3000 - Concepts and Roles)

(cf. 3300 - Expenditures and Purchases)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9000 - Role of the Board)

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

The Superintendent or designee shall establish an annual budget development process and calendar in accordance with the single budget adoption process described in Education Code 42127(i). He/she shall annually notify the County Superintendent of Schools of the district's decision to use the single budget adoption process in the subsequent year.

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff at all levels in the development of budget projections.

The Board encourages public input in the budget development process and shall hold public hearings and meetings in accordance with Education Code 42103 and 42127.

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

The Superintendent or designee shall ensure that the proposed district budget is clearly presented and effectively communicated to the Board, staff, and public. He/she may adapt or supplement the format prescribed by the Superintendent of Public Instruction (SPI) as necessary for these purposes. However, the budget that is formally adopted by the Board shall be in the state-required format.

Budget Advisory Committee

The Superintendent or designee may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

The committee shall develop recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board, Superintendent or designee.

(cf. 1220 - Citizen Advisory Committees)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 3350 - Travel Expenses)
(cf. 9130 - Board Committees)
(cf. 9140 - Board Representatives)

Budget Criteria and Standards

In developing the district budget, the Superintendent or designee shall analyze criteria and standards adopted by the State Board of Education which address estimation of funded average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected revenue limit, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, fund balance, and reserves. The budget review shall also identify supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, and the status of labor agreements. (Education Code 33127, 33128, 33129; 5 CCR 15440-15451)

The Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of 5 CCR 15450.

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, categorical program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

Long-Term Financial Obligations

The district's current-year budget and multi-year projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

(cf. 7210 - Facilities Financing)

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

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

When the Superintendent or designee presents a report to the Board on the estimated accrued but unfunded cost of workers' compensation claims, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

Budget Amendments

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval when the state budget is adopted, collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

(cf. 3110 - Transfer of Funds)

Legal Reference:

EDUCATION CODE

1240 Duties of county superintendent of schools

33127-33131 Standards and criteria for local budgets and expenditures

35035 Powers and duties of superintendent

35161 Powers and duties, generally, of governing boards

42103 Public hearing on proposed budget; requirements for content of proposed budget

42120-42129 Budget requirements

42132 Resolutions identifying estimated appropriations limit

42602 Use of unbudgeted funds

42610 Appropriation of excess funds and limitation thereon

44518-44519.2 Chief business officer training program

45253 Annual budget of personnel commission

45254 First year budget of personnel commission

GOVERNMENT CODE

7900-7914 Appropriations limit

CODE OF REGULATIONS, TITLE 5

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Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999

Statement 45, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2004

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>

California Department of Finance: <http://www.dof.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Governmental Accounting Standards Board: <http://www.gasb.org>

Legislative Analyst's Office: <http://www.lao.ca.gov>

School Services of California, Inc.: <http://www.sscal.com>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: April 1, 2009 Antelope, California

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES

Note: The following policy and administrative regulation address the sale and disposal of district-owned personal property, such as books, equipment, and supplies. For policy on the sale or lease of surplus real property, see BP 3280 - Sale or Lease of District-Owned Real Property.

When any district-owned instructional materials, equipment, supplies, or other personal property becomes unusable, obsolete, or no longer needed, the Superintendent or designee shall notify the Governing Board, provide an estimated value, and recommend whether the items be sold or disposed of by one of the methods prescribed in law and administrative regulation. Upon approval by the Board, the Superintendent or designee shall arrange for the sale or disposal of these items.

(cf. 0440 - District Technology Plan)

(cf. 6161 - Equipment, Books and Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

Note: Education Code 60500 mandates that the Board adopt rules and procedures for prescribing standards for determining when instructional materials are obsolete or unusable for educational purposes. The sample standards in Items #1-5 below fulfill this mandate and may be revised to reflect district practice.

Instructional materials may be considered obsolete or unusable when they:

1. Have been replaced by more recent editions or new materials selected by the Board and have no foreseeable value in other instructional areas

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

2. Are not aligned with the district's academic standards or course of study

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

3. Contain information rendered inaccurate or incomplete by new research or technologies

4. Contain demeaning, stereotyping, or patronizing references to any group of persons protected against discrimination by law or Board policy

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

5. Are damaged beyond use or repair

(cf. 1312.4 - Williams Uniform Complaint Procedures)

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES (continued)

Note: Pursuant to 34 CFR 80.32, when equipment acquired under a federal grant or subgrant is no longer needed for the original project or program or for other federally supported activities, items with a current per-unit fair market value of less than \$5,000 may be retained, sold, or otherwise disposed of with no further obligation to the awarding federal agency. However, items with a current per-unit fair market value of \$5,000 or more must be retained or sold, and the federal agency has a right to an amount equal to its share of either the current market value of equipment retained or the proceeds from its sale.

The Superintendent or designee shall establish procedures to be used when selling equipment for which the federal government has a right to receive all or part of the proceeds. These procedures shall ensure a reasonable amount of competition so as to result in the highest possible revenue.

(cf. 3440 - Inventories)

Legal Reference:

EDUCATION CODE

17540-17542 Sale or lease of personal property by one district to another

17545-17555 Sale of personal property

35168 Inventory, including record of time and mode of disposal

42291.5 Temporary school bus designation

42303 School bus sale to another district

60500-60530 Sale, donation, or disposal of instructional materials

GOVERNMENT CODE

25505 District property; disposition; proceeds

CODE OF REGULATIONS, TITLE 5

3944 Consolidated categorical programs, district title to equipment

3946 Disposal of equipment purchased with state and federal consolidated application funds

UNITED STATES CODE, TITLE 40

549 Surplus property

CODE OF FEDERAL REGULATIONS, TITLE 34

80.32 Equipment acquired under a grant or subgrant

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Standards for Evaluating Instructional Materials for Social Content, 2000

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

School Services of California, Inc.: <http://www.sscal.com>

Board Policy

Sale And Disposal Of Books, Equipment And Supplies

BP 3270

Business and Noninstructional Operations

When district-owned books, equipment and supplies become unusable, obsolete, or no longer needed, the Superintendent or designee shall identify these items to the Governing Board, together with their estimated value and a recommendation that they be sold or disposed of by one of the methods prescribed in law and administrative regulations. With Board approval, the Superintendent or designee shall arrange for the sale or disposal of these items.

Instructional materials may be considered obsolete or unusable when they:

1. Contain information rendered inaccurate or incomplete by new discoveries or technologies
2. Have been replaced by more recent versions or editions of the same material and are of no foreseeable value in other instructional areas
3. Contain demeaning, stereotyping or patronizing references to either sex, members of racial, ethnic, religious, vocational or cultural groups, or persons with physical or mental disabilities
4. Have been inspected and discovered to be damaged beyond use or repair

The Superintendent or designee shall establish procedures to be used when selling equipment for which the federal government has a right to receive all or part of the proceeds. These procedures shall ensure a reasonable amount of competition so as to result in the highest possible revenue.

(cf. 3440 - Inventories)

Legal Reference:

EDUCATION CODE

17540-17542 Sale or lease of personal property by one district to another

17545-17555 Sale of personal property

42291.5 Temporary school bus designation

42303 School bus sale to another district

60500 Determination of obsolescence

60510-60511 Donation or sale

60520-60521 Disposition of sale proceeds

60530 Methods of destruction

GOVERNMENT CODE

25505 District property; disposition; proceeds

UNITED STATES CODE, TITLE 40

484 Surplus property

CODE OF FEDERAL REGULATIONS, TITLE 34

80.32 Equipment acquired under a grant or subgrant

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: April 23, 1997 Antelope, California

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES

Personal Property

Note: The following section applies to disposal of personal property owned by the district. The sale of instructional materials is addressed in the "Instructional Materials" section below. For procedures regarding the disposal of real property, see BP/AR 3280 - Sale or Lease of District-Owned Real Property.

The district may sell surplus or obsolete district-owned personal property through any of the following methods:

1. The Superintendent or designee may advertise for bids by posting a notice in at least three public places in the district for at least two weeks, or by publishing a notice at least once a week for at least two weeks in a newspaper having a general circulation in the district and, if possible, publishing within the district. The district shall sell the property to the highest responsible bidder or shall reject all bids. (Education Code 17545)

Property for which no qualified bid has been received may be sold, without further advertising, by the Superintendent or designee. (Education Code 17546)

(cf. 3311 - Bids)

2. The property may be sold by means of a public auction conducted by district employees, employees of other public agencies, or by contract with a private auction firm. Notice related to the auction shall be posted or published as described in item #1 above. (Education Code 17545)
3. The district may sell the property without advertising for bids under any of the following conditions:
 - a. The Governing Board members attending a meeting unanimously agree that the property, whether one or more items, does not exceed \$2,500 in value. (Education Code 17546)

(cf. 9323.2 - Actions by the Board)

- b. The district sells the property to agencies of federal, state, or local government, to any other school district, or to any agency eligible under the federal surplus property law (40 USC 484 renumbered 40 USC 549) and the sale price equals the cost of the property plus the estimated cost of purchasing, storing, and handling. (Education Code 17540)
 - c. The district sells or leases the property to agencies of the federal, state, or local government or to any other school district and the price and terms of the sale or lease are fixed by the Board and approved by the County Superintendent of Schools. (Education Code 17542)

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES (continued)

If the Board members attending a meeting unanimously find that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the Board or may be disposed of by dumping. (Education Code 17546)

Money received from the sale of surplus property shall be either deposited in the district reserve or general fund or credited to the fund from which the original purchase was made. (Education Code 17547)

Instructional Materials

Note: AB 487 (Ch. 321, Statutes of 2009) amended Education Code 60510 and 60511 to delete requirements that instructional materials only be sold or donated to organizations that agree and certify to use the materials solely for educational purposes. AB 487 also added Education Code 60510.1 to require that the proceeds of the sale be available to the district for the purposes described below.

Surplus or undistributed obsolete instructional materials that are usable for educational purposes may be sold by the district, in which case all of the proceeds of the sale shall be available to acquire basic instructional materials, supplemental instructional materials, or technology-based materials. (Education Code 60510, 60510.1, 60521)

(cf. 0440 - District Technology Plan)
(cf. 6161 - Equipment, Books and Materials)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1 - Library Media Centers)

Such materials also may be donated to another district, county free library, or other state institution; a United States public agency or institution; a nonprofit charitable organization; or children or adults in California or foreign countries for the purpose of increasing the general literacy of the people. Any organization, agency, or institution receiving obsolete instructional materials donated by the district shall certify to the Board that it agrees to make no charge to any persons to whom it gives or lends these materials. (Education Code 60510, 60511)

Note: Education Code 60510.5 encourages, but does not require, districts to take actions described in the following optional paragraph.

At least 60 days before selling or donating surplus or obsolete instructional materials, the Superintendent or designee shall notify the public of the district's intention to do so through a public service announcement on a local television station, in a local newspaper, or by another means he/she believes will most effectively reach the entities described above. The Board

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES (continued)

shall also permit representatives of these entities and members of the public to address the Board regarding the distribution of these materials.

(cf. 9323 - Meeting Conduct)

Surplus or undistributed obsolete instructional materials which are unusable or which cannot be distributed as specified above may be disposed of by either of the following: (Education Code 60530)

1. Mutilated so as not to be salable and sold for scrap at the highest obtainable price
2. Destroyed by any economical means, provided that the materials are not destroyed until at least 30 days after the district has given notice to all persons who have filed a request for such notice

(cf. 3510 - Green School Operations)

(cf. 3511.1 - Integrated Waste Management)

Replacement of School Buses

Upon receiving a state apportionment for the replacement of a school bus, the Board may sell the bus that is being replaced to another California school district if the following conditions are met: (Education Code 42303)

1. The other district is replacing a bus that is in service and has not been designated a temporary school bus pursuant to Education Code 42291.5.
2. The bus being replaced by the other district is older than the bus that is being sold by this district.
3. The bus being replaced by the other district is not sold to a third school district.
4. The other district, by Board resolution, holds the state and this district harmless for any liability that may result from the bus that this district is selling.
5. The proceeds from the sale of the bus shall be used by this district for home-to-school transportation purposes.

(cf. 3540 - Transportation)

6. Before the sale is finalized, the bus being sold is in compliance with all relevant provisions of the Vehicle Code and Title 13 of the California Code of Regulations.

Regulation
approved:

CSBA MANUAL MAINTENANCE SERVICE
November 2009

Administrative Regulation

Sale And Disposal Of Books, Equipment And Supplies

AR 3270

Business and Noninstructional Operations

The Governing Board may dispose of personal property belonging to the district by any of the following methods:

1. If the Board members attending a meeting unanimously agree that the property is worth no more than \$2,500, the Board may designate any district employee to sell the property without advertising. (Education Code 39521)

2. The Board may advertise for bids and either sell the property to the highest responsible bidder or reject all bids. (Education Code 39520)

Notice for bids shall be posted in at least three public places in the district for at least two weeks or published at least once a week for at least two weeks in a newspaper having a general circulation in the district and, if possible, published within the district. (Education Code 39520)

Property for which no qualified bid has been received may be sold, without further advertising, by the Superintendent or designee. (Education Code 39521)

3. The Board may authorize the sale of the property by means of a public auction conducted by district employees, employees of other public agencies, or by contract with a private auction firm. Notice related to the auction shall be posted or published as described in item #2 above. (Education Code 39520)

4. Without advertising for bids, the Board may sell the property to agencies of federal, state or local government, to any other school district, or to any agency eligible under the federal surplus property law (40 U.S.C., Section 484(j)(3)). In such cases, the sale price shall equal the cost of the property plus estimated cost of purchasing, storing, and handling. (Education Code 39510)

5. Without advertising for bids, the Board may sell or lease the property to agencies of federal, state or local government or to any other school district. In such cases, the price and terms of the sale or lease shall be fixed by the Board and approved by the County Superintendent of Schools. (Education Code 39512)

6. If the Board members attending a meeting unanimously find that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the Board or may be disposed of by dumping. (Education Code 39521)

Money received from the sale of surplus property shall be either deposited in the district reserve or general fund or credited to the fund from which the original purchase was made. (Education Code 39522)

Instructional Materials

Surplus or undistributed obsolete instructional materials that are usable for educational purposes may be donated to any governing board, county free library or other state institution; any United States public agency or institution; any nonprofit charitable organization; or children or adults in California or foreign countries for the purpose of increasing literacy. They also may be sold to any organization that agrees to use the materials for educational purposes. (Education Code 60510)

Any organization, agency or institution receiving obsolete instructional materials from the district shall certify to the Board that it agrees to use the materials for educational purposes and make no charge to any persons to whom the materials are given or lent. (Education Code 60511)

At least 60 days before disposing of these instructional materials, the Board shall notify the public of its intention to do so through a public service announcement on a local television station, in a local newspaper, or by another means the Board believes will most effectively reach the entities described above. The Board shall also permit representatives of these entities and members of the public to address the Board regarding the distribution of these materials.

(cf. 9323 - Meeting Conduct)

Surplus or undistributed obsolete instructional materials which are unusable or which cannot be distributed as specified above may be disposed of by either of the following: (Education Code 60530)

1. By being mutilated so as not to be salable and sold for scrap at the highest obtainable price
2. By being destroyed by any economical means at least 30 days after the Board has given notice to all persons who have requested such notice

(cf. 9323.2 - Actions by the Board)

School Buses

Upon receiving a state apportionment for the replacement of a school bus, the Board may sell the bus that is being replaced to another California school district if the following conditions are met: (Education Code 42303)

1. The other district is replacing a bus that is in service and has not been designated a temporary school bus pursuant to Education Code 42291.5.
2. The bus being replaced by the other district is older than the bus that is being sold by this district.
3. The bus being replaced by the other district is not sold to a third school district.
4. The other district, by Board resolution, holds the state and this district harmless for any liability that may result from the bus that this district is selling.
5. The proceeds from the sale of the bus shall be used by this district for home-to-school transportation purposes.
6. Before the sale is finalized, the bus being sold is in compliance with all relevant provisions of the Vehicle Code and the California Code of Regulations, Title 13.

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: April 23, 1997 Antelope, California

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY

Note: The following **optional** policy and accompanying administrative regulation detail the procedures that govern the district's sale or lease of surplus real property.

When district properties are not being utilized for school purposes after specific time periods, Education Code 17219-17224 authorize the State Allocation Board (SAB) to charge an "unused site fee." The Office of Public School Construction has developed a guide, the Unused Site Program Handbook, to assist districts with non-use payments.

The Governing Board believes that the district should utilize its facilities and resources in the most economical and practical manner. The Superintendent or designee shall periodically study the current and projected use of all district facilities to ensure the efficient utilization of space and the effective delivery of instruction.

(cf. 1330 - Use of School Facilities)
(cf. 7110 - Facilities Master Plan)
(cf. 7111 - Evaluating Existing Buildings)
(cf. 7160 - Charter School Facilities)

Note: Education Code 17455 authorizes the sale of surplus real property or the lease of property, and any personal property located upon that real property, for a term not to exceed 99 years. When the district is selling any property or leasing it with an option to purchase, Education Code 17464 and Government Code 54222 list the public entities that have priority and the types of notice that the district must provide such entities before disposing of the property. Under certain circumstances, districts may also need to comply with Education Code 17485-17500 (the Naylor Act), which require the granting of priority to public agencies when disposing of any district property that includes a playground, playing field, or land with an outdoor recreational purpose. Pursuant to Education Code 17458, the district may, under certain conditions, grant priority to licensed child care providers or, pursuant to Education Code 17230, for less than fair market value to public entities for recreational purposes.

When proposing the sale or lease of surplus property, the district must also comply with the California Environmental Quality Act (Public Resources Code 21000-21177).

Upon determination that district property is no longer needed or may not be needed until some future time, the Board shall offer to sell or lease district-owned real property in accordance with priorities and procedures specified in law, including, but not limited to, Education Code 17230, 17464, 17485-17500, and Government Code 54222.

(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)

Note: Prior to the sale or lease of property, Education Code 17388 requires the Governing Board to appoint a district advisory committee to advise the Board regarding the disposition of the property. See the accompanying administrative regulation for details about the membership and duties of this committee. Pursuant to Education Code 17387, this committee is not required for leases or rentals of a district facility to a private school for the purpose of offering summer school. Districts that wish to establish the committee

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

before the Board's decision to sell or lease property has been made (i.e., to make decisions about school closure), so that the community may have greater opportunity for input, should modify the following paragraph accordingly.

When required by law, the Board shall appoint a district advisory committee to advise the Board in the development of policies and procedures governing the use or disposition of schools or school building space which is not needed for school purposes. (Education Code 17388)

(cf. 1220 - Citizen Advisory Committees)

Resolution of Intention to Sell or Lease

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regular, open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rent, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rent. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

(cf. 9323.2 - Actions by the Board)

The Superintendent or designee shall provide notice of the adoption of the resolution and of the time and place of the meeting that will be held to consider bids by posting copies of the resolution, signed by the Board, in three public places not less than 15 days before the date of the meeting. In addition, the notice shall be published at least once a week for three successive weeks before the meeting, in a newspaper of general circulation published in the county in which the district is located, if such a paper exists. (Education Code 17469)

The Superintendent or designee shall take reasonable steps to provide notification to the former owners of the property of the district's intent to sell it in accordance with Education Code 17470.

Acceptance/Rejection of Bids

At the public meeting specified in the resolution of intention to sell or lease property, the Board shall open, examine, and declare all sealed bids. Before accepting any written proposal, the Board shall call for oral bids in accordance with law. (Education Code 17472, 17473)

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is in the best public interest. If no proposals are submitted or the submitted proposals do not conform to all the terms and conditions specified in the resolution of intention to lease, the Board may lease the property in accordance with Education Code 17477. (Education Code 17476, 17477)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid after deducting the commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned/continued meeting held within 10 days. Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17475-17478)

(cf. 1431 - Waivers)

(cf. 9320 - Meetings and Notices)

Use of Proceeds

Note: Education Code 17462 requires the district to use the proceeds derived from the sale or lease of property for capital outlay or maintenance. However, proceeds from the sale or lease with an option to purchase may be deposited in the district's general fund when the Board and SAB determine that the district has no anticipated need for additional sites, building construction, or major deferred maintenance. Thus, districts may not apply for state funding during that time period unless certain conditions specified in Education Code 17462 are satisfied.

In addition, Education Code 17462 requires that proceeds be used for one-time expenditures and prohibits the use for ongoing expenditures. 2 CCR 1700 defines "ongoing expenditures" as costs paid by a district's general or special fund in support of salaries. However, 2 CCR 1700 creates an exception and authorizes the use of such proceeds, if approved by the SAB, for one-time funding to reduce a district's unfunded liability for other postemployment benefits (OPEBs) (i.e., medical, dental, vision, hearing, life insurance, long-term care, long-term disability, and other non-pension benefits for retired employees). For information about prefunding OPEBs and reporting the district's liability for OPEBs, see BP 3100 - Budget and AR 3460 - Financial Reports and Accountability.

The Superintendent or designee shall ensure that proceeds from the sale or lease with an option to purchase of district surplus property are used in accordance with law. (Education Code 17462; 2 CCR 1700)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

Note: ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009) added Education Code 17463.7 to authorize districts, until January 1, 2012, to use the proceeds from the sale of surplus real property, along with the proceeds from any personal property located on that real property, for any one-time general fund purpose. Districts that choose to exercise this authority will be ineligible for hardship funding from the SAB for five years after the proceeds are deposited.

Prior to exercising this authority, Education Code 17463.7 requires the Board to adopt a plan for expending the resources and to make specific certifications to the SAB, as specified below. Education Code 17463.7 contains additional requirements applicable to the sale of property purchased with proceeds from a local general obligation bond or revenue from developer fees.

Until January 1, 2012, the district may expend proceeds from the sale of surplus real property, along with the proceeds from any personal property located on that real property, for any one-time general fund purpose(s). Prior to exercising this authority, the Board shall certify to the State Allocation Board that: (Education Code 17463.7)

1. The district has no major deferred maintenance requirements not covered by existing capital outlay resources.

(cf. 3111 - Deferred Maintenance Funds)

2. The sale of real property pursuant to Education Code 17463.7 does not violate the provisions of a local bond act.

(cf. 7214 - General Obligation Bonds)

3. The real property is not suitable to meet projected school construction needs for the next 10 years.

Prior to exercising this authority, the Superintendent or designee shall present to the Board, at a regularly scheduled meeting, a plan for expending these one-time resources. The plan shall identify the source and use of the funds and shall describe the reasons that the expenditure shall not result in ongoing fiscal obligations for the district. (Education Code 17463.7)

Legal Reference: (see next page)

SALE OR LEASE OF DISTRICT-OWNED REAL PROPERTY (continued)

Legal Reference:

EDUCATION CODE

8469.5 *Use of school facilities or grounds for school age child care*
17219-17224 *Acquisition of property not utilized as school site; nonuse payments; exemptions*
17230-17234 *Surplus property*
17385 *Conveyances to and from school districts*
17387-17391 *Advisory committees for use of excess school facilities*
17400-17429 *Leasing property*
17430-17447 *Leasing facilities*
17453 *Lease of surplus district property*
17455-17484 *Sale or lease of real property, especially:*
17463.7 *Proceeds for general fund purposes*
17485-17500 *Surplus school playground (Naylor Act)*
17515-17526 *Joint occupancy*
17527-17535 *Joint use of district facilities*
33050 *Request for waiver*
38130-38139 *Civic Center Act*

GOVERNMENT CODE

54220-54232 *Surplus land, especially:*
54222 *Offer to sell or lease property*
54950-54963 *Brown Act, especially:*
54952 *Legislative body, definition*

PUBLIC RESOURCES CODE

21000-21177 *California Environmental Quality Act*

CODE OF REGULATIONS, TITLE 2

1700 *Definitions related to surplus property*

COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App. 4th 1356

Management Resources:

CSBA PUBLICATIONS

Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, September 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Closing a School Best Practices Guide

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

Unused Site Program Handbook, May 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, School Facilities Planning Division: <http://www.cde.ca.gov/lr/fa>

Coalition for Adequate School Housing: <http://www.cashnet.org>

Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

Board Policy

Sale, Lease, Rental Of District-Owned Real Property

BP 3280

Business and Noninstructional Operations

The Governing Board believes that the district should utilize its facilities and resources in the most economical and practical manner. To that end, the Superintendent or designee shall periodically study the current and projected use of all district facilities in order to ensure the efficient utilization of space and the effective delivery of instruction.

(cf. 1330 - Use of School Facilities)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7160 - Charter School Facilities)

Upon determination that district property is no longer needed or may not be needed until some future time, the Board shall offer to sell or lease district-owned real property in accordance with priorities and procedures specified in law, including, but not limited to, Education Code 17230, 17464, 17485-17500, and Government Code 54222.

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6300 - Preschool/Early Childhood Education)

When required by law, the Board shall appoint a district advisory committee to advise the Board in the development of policies and procedures governing the use or disposition of schools or school building space which is not needed for school purposes. (Education Code 17388)

(cf. 1220 - Citizen Advisory Committees)

Before ordering the sale or lease of any real property, the Board shall adopt a resolution by a two-thirds vote of all of its members at a regular, open meeting. The resolution shall describe the property proposed to be sold or leased in such a manner as to identify it, specify the minimum price or rental, describe the terms upon which it will be sold or leased, and specify the commission or rate, if any, which the Board will pay to a licensed real estate broker out of the minimum price or rental. The resolution shall fix a time, not less than three weeks thereafter, for a public meeting, held at the Board's regular meeting place, at which sealed proposals to purchase or lease will be received and considered. (Education Code 17466)

(cf. 9323.2 - Actions by the Board)

The Superintendent or designee shall ensure that notice of the resolution of intention to sell or lease property is provided in accordance with Education Code 17469-17470.

At the public meeting specified in the resolution, the Board shall open, examine, and declare all sealed bids. Before accepting any written proposal, the Board shall call for oral bids in accordance with law. The Board may reject any and all bids, either written or oral, and withdraw the properties from sale when the Board determines that rejection is for the best public interest. (Education Code 17472, 17473)

Of the proposals submitted by responsible bidders which conform to all terms and conditions specified in the resolution of intention to sell or lease, the Board shall finally accept the highest bid, after deducting commission, if any, to be paid to a licensed real estate broker, unless the Board accepts a higher oral bid or rejects all bids. (Education Code 17472)

The final acceptance of the bid may be made either at the same meeting specified in the resolution or at any adjourned meeting of the same meeting held within 10 days. Upon acceptance of the bid, the Board may adopt a resolution of acceptance that directs the Board president, or any other Board member, to execute the deed or lease and to deliver the document upon performance and compliance by the successful bidder of all of the terms and conditions of the contract. (Education Code 17472-17478)

(cf. 1431 - Waivers)

(cf. 9320 - Meetings and Notices)

The Superintendent or designee shall ensure that proceeds from the sale or lease with an option to purchase of district surplus property are used in accordance with law.

Legal Reference:

EDUCATION CODE

8469.5 Use of school facilities or grounds for school age child care

17219 Acquisition of property not utilized as school site; nonuse payments; exemptions

17230-17234 Surplus property

17385 Conveyances to and from school districts

17387-17391 Advisory committees for use of excess school facilities

17400-17429 Leasing property

17430-17447 Leasing facilities

17453 Lease of surplus district property

17455-17484 Sale or lease of real property

17485-17500 Surplus school playground (Naylor Act)

17515-17526 Joint occupancy

17527-17535 Joint use of district facilities

33050 Request for waiver

38130-38139 Civic Center Act

GOVERNMENT CODE

54220-54232 Surplus land

54222 Offer to sell or lease property

54950-54963 Brown Act, especially:

54952 Legislative body, definition

PUBLIC RESOURCES CODE

21000-21177 California Environmental Quality Act

COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District, (2006) 139 Cal.App.4th 1356

Management Resources:

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

Unused Site Program Handbook, October 2004

WEB SITES

Coalition for Adequate School Housing: <http://www.cashnet.org>

Office of Public School Construction: <http://www.dgs.ca.gov/opsc>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: May 2, 2007 Antelope, California

FINANCIAL REPORTS AND ACCOUNTABILITY

Unaudited Actual Receipts and Expenditures

Note: Education Code 42100 requires that the following report be submitted to the County Superintendent of Schools on a form prescribed by the Superintendent of Public Instruction (SPI). The California Department of Education (CDE) requires that this report be made using the standardized account code structure (SACS) software.

The Superintendent or designee shall prepare a statement of all unaudited actual receipts and expenditures of the district for the preceding fiscal year, using the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). On or before September 15, the Governing Board shall approve this statement and file it with the County Superintendent of Schools. (Education Code 42100)

Gann Appropriations Limit Resolution

The Board shall adopt a resolution by September 15 of each year to identify the estimated appropriations limit for the district for the current fiscal year and the actual appropriations limit of the district during the preceding year, as determined pursuant to Government Code 7900-7914. Documentation used to identify these limits shall be made available to the public on the day of the Board meeting. (Education Code 42132; Government Code 7910)

Interim Reports

The Superintendent or designee shall submit two interim fiscal reports to the Board, the first report covering the district's financial and budgetary status for the period ending October 31 and the second report covering the period ending January 31. The reports and supporting data shall be made available by the district for public review. (Education Code 42130)

(cf. 1340 - Access to District Records)

Note: Education Code 42130 requires that the interim reports be based on the criteria and standards adopted by the State Board of Education (SBE) pursuant to Education Code 33127. These criteria and standards are delineated in 5 CCR 15453-15464 and address the areas listed in the following paragraph.

Pursuant to 5 CCR 15455, one of the criteria is the maintenance of a general fund reserve for economic uncertainty that meets the specified minimum percentage or amount based on the district's average daily attendance; also see BP 3100 - Budget. However, ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009) amended Education Code 33128.3 to reduce the required reserve to one-third of that amount for the 2009-10 fiscal year. In fiscal year 2010-11, the district is required to make progress toward restoring the full reserve, and by fiscal year 2011-12 must again comply with the reserve threshold specified in 5 CCR 15450.

The interim report shall include an assessment of the district budget as revised to reflect current information regarding the adopted state budget, district property tax revenues, if any, and ending balances for the preceding year. The review shall be based on criteria and

FINANCIAL REPORTS AND ACCOUNTABILITY (continued)

standards adopted by the State Board of Education (SBE) which address fund and cash balances, reserves, deficit spending, estimation of average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected revenue limit, salaries and benefits, other revenues and expenditures, and facilities maintenance. The review shall also consider supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, temporary interfund borrowings, the status of labor agreements, and the status of other funds. (Education Code 33128.3, 42130, 42131; 5 CCR 15453-15464)

Within 45 days after the close of the period reported, the Board shall approve the interim fiscal report and certify, on the basis of the interim report and any additional financial information known by the Board to exist at the time of certification, whether the district is able to meet its financial obligations for the remainder of the fiscal year and, based on current forecasts, for the subsequent fiscal year. The certification shall be classified as one of the following: (Education Code 42130, 42131)

1. "Positive certification" indicating that the district will meet its financial obligations for the current fiscal year and two subsequent fiscal years
2. "Qualified certification" indicating that the district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years
3. "Negative certification" indicating that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year

Note: Education Code 42130 and 42131 require that the interim report and certification be submitted to the County Superintendent in a format or on forms prescribed by the SPI. The CDE requires that these be reported using the SACS software. Pursuant to Education Code 42131, upon receiving the certification, the County Superintendent is required to send any qualified or negative certification, along with the interim report, to the State Controller and the SPI.

The Superintendent or designee shall submit a copy of the interim report and certification to the County Superintendent using the state's SACS software, as prescribed by the SPI. (Education Code 42130, 42131)

Note: Education Code 42131 gives the County Superintendent 75 days after the close of the reporting period to change the district's positive certification to qualified or negative. Districts may appeal the County Superintendent's determination to the SPI, who will then determine the certification to be given to the district.

For the 2009-10 fiscal year, ABX4 2 (Sec. 38, Ch. 2, Fourth Extraordinary Session, Statutes of 2009) provides that the County Superintendent and the SPI cannot assign a qualified or negative certification to a district based substantially on a projected loss in the 2011-12 fiscal year of funds provided through the federal Fiscal Stabilization Fund of the American Recovery and Reinvestment Act.

FINANCIAL REPORTS AND ACCOUNTABILITY (continued)

If the district submits a positive certification that is subsequently changed by the County Superintendent to a qualified or negative certification, the district may appeal the decision to the SPI within five days of receiving the notice of change. (Education Code 42131)

Note: Whenever the district receives a qualified or negative certification, Education Code 42131 requires the County Superintendent, within 75 days after the close of the reporting period, to submit his/her comments on the certification to the State Controller and the SPI and report any remedial action proposed or taken under the authority granted to the County Superintendent by Education Code 42127.6. Pursuant to Education Code 42127.6, the County Superintendent shall take one or more of the following actions: (1) assign a fiscal expert to advise the district on its financial problems; (2) conduct a study of the financial and budgetary conditions of the district which includes, but is not limited to, a review of internal controls; (3) direct the district to submit a financial projection of all fund and cash balances as of June 30 of the current year and subsequent fiscal years as required by the County Superintendent; (4) require the district to encumber all contracts and other obligations, prepare appropriate cash flow analyses and monthly or quarterly budget revisions, and appropriately record all receivables and payables; (5) direct the district to submit a proposal for addressing the fiscal conditions that resulted in the determination that the district may not be able to meet its financial obligations; (6) withhold the Board stipend and Superintendent compensation if requested financial information is not provided; and/or (7) assign the Fiscal Crisis and Management Assistance Team (FCMAT) to review and provide recommendations to improve the district's teacher hiring process, teacher retention rate, extent of teacher misassignment, and provision of highly qualified teachers. Education Code 42131 also authorizes the State Controller to conduct an audit or review of the financial condition of any district having a negative or qualified certification.

Pursuant to Education Code 42652, a district that receives a qualified or negative certification also may lose the County Superintendent's or SPI's approval to draw warrants on the county treasury. Furthermore, pursuant to Education Code 42133, a district that receives a qualified or negative certification must have the County Superintendent's approval before issuing any certificates of participation, tax anticipation notes, revenue bonds, or other non-voter-approved debt (see section entitled "Non-Voter-Approved Debt Report" below).

Whenever the district receives a qualified or negative certification as determined by the Board or the County Superintendent, it shall cooperate in the implementation of any remedial actions taken by the County Superintendent under the authority granted to him/her pursuant to Education Code 42131.

Note: Education Code 42637 authorizes the County Superintendent, at any time during the fiscal year if he/she concludes that the district's budget does not comply with standards and criteria adopted by the SBE, to conduct a comprehensive review of the financial and budgetary conditions of the district and report his/her findings to the Board at a public meeting. According to FCMAT's Fiscal Oversight Guide, this provision of the law requires the County Superintendent to exercise this authority when the district receives a negative certification and authorizes him/her to do so when the district receives a qualified certification. After receiving such a report, the Board must respond to the recommendations within 15 days.

Whenever the County Superintendent conducts a comprehensive review of the district's financial and budgetary conditions after determining that the district's budget does not comply with SBE-adopted standards and criteria for fiscal stability, the Board shall review

FINANCIAL REPORTS AND ACCOUNTABILITY (continued)

the County Superintendent's recommendations at a public Board meeting. Within 15 days of receiving the report, the district shall notify the County Superintendent and the SPI of its proposed actions on the recommendations. (Education Code 42637)

If the second interim report of the fiscal year is accompanied by a qualified or negative certification as determined by the Board or the County Superintendent, the Superintendent or designee shall, no later than June 1, provide to the County Superintendent, the State Controller, and the SPI a financial statement that reports data for the period ending April 30 and projects the district's fund and cash balances as of June 30. (Education Code 42131)

Note: Whenever a district with a qualified or negative certification is negotiating a collective bargaining agreement, it must allow the county office of education 10 working days to review and comment on the proposed collective bargaining agreement pursuant to Government Code 3540.2; see BP 4143/4243 - Negotiations/Consultation.

Audit Report

Note: Pursuant to Education Code 41020, the Board must, no later than May 1 of each year, arrange for an audit of all the district's funds. However, if the Board has not provided for an audit by April 1, the County Superintendent shall do so at the district's cost. Thus, the following paragraph reflects the April 1 deadline.

By April 1 of each year, the Board shall provide for an audit of the district's books and accounts or the County Superintendent shall make arrangements to provide for that audit. (Education Code 41020)

The Superintendent or designee shall establish a timetable for the completion and review of the audit within the deadlines established by law.

Note: Education Code 41020 requires districts to select an auditor from a directory of certified public accountants and public accountants deemed by the State Controller as qualified to conduct audits of local education agencies. The State Controller is required to publish this directory by December 31 of each year.

In addition, Education Code 41020.5 prohibits the Board from employing any accountant identified by the State Controller as ineligible based on failure of past audits to comply with provisions of the K-12 annual audit guide. The State Controller will annually notify districts of ineligible accountants by the first day of March.

To conduct the audit, the Board shall select a certified public accountant or public accountant licensed by the State Board of Accountancy from among those deemed qualified by the State Controller. (Education Code 41020, 41020.5)

Note: Education Code 41020 requires that districts rotate auditors as specified below. However, the district may request that the Education Audit Appeals Panel (EAAP) waive this requirement if no otherwise eligible auditor is available to perform the audit.

FINANCIAL REPORTS AND ACCOUNTABILITY (continued)

The Board shall not select any public accounting firm to provide audit services if the lead or coordinating audit partner having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for the district in each of the six previous fiscal years. (Education Code 41020)

While a firm is performing the audit of the district, it shall not provide any nonauditing, management, or other consulting services for the district except as provided in Government Accounting Standards, Amendment #3, published by the U.S. Government Accounting Office. (Education Code 41020)

The audit shall include an audit of income and expenditures by source of funds for all funds of the district, including the student body and cafeteria funds and accounts and any other funds under the control or jurisdiction of the district, as well as an audit of student attendance procedures. (Education Code 41020)

(cf. 3430 - Investing)

(cf. 3451 - Petty Cash Funds)

(cf. 3452 - Student Activity Funds)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

Note: The following optional paragraph is for use by districts that elect to participate in the school district of choice program (Education Code 48300-48316); see Option 2 in BP/AR 5117 - Interdistrict Attendance. Pursuant to Education Code 48301, as amended by SB 680 (Ch. 198, Statutes of 2009), any district that elects to participate in the school district of choice program must ensure that its annual financial audit includes, at district expense, a review of the district's compliance with program requirements to establish a random, unbiased process for student admittance and to provide appropriate and factually accurate parent/guardian communications. A summary of any audit exceptions found by the auditor must be included in reports to each geographically adjacent school district, the county office of education, CDE, and Department of Finance as required by Education Code 48313.

~~If the district participates in the school district of choice program to accept interdistrict transfers, the Superintendent or designee shall notify the auditor, prior to the commencement of the audit, that the audit must include a review of the district's compliance with specified program requirements. (Education Code 48301)~~

(cf. 5117 - Interdistrict Attendance)

Note: The Governmental Accounting Standards Board (GASB) Statement 34 contains requirements for the contents of the district's annual audited financial reports, as specified below. Under GASB 34, the district is required to provide budgetary comparison information, including the district's original budget, in its annual report.

The district's audited financial report shall include:

1. Management's discussion and analysis, which shall introduce the basic financial statements and provide an analytical overview of the district's financial activities, including:

FINANCIAL REPORTS AND ACCOUNTABILITY (continued)

- a. An objective and easily readable analysis of the district's financial activities based on currently known facts, decisions, and conditions
 - b. Comparisons of the current year to the prior year
 - c. An analysis of the district's overall financial position, enabling a determination as to whether that position has improved or deteriorated as a result of the year's activities
 - d. An analysis of significant changes that occur in funds and significant budget variances
 - e. A description of capital asset and long-term debt activity during the year
 - f. A description of currently known facts, decisions, and conditions that are expected to have a significant effect on the district's financial position
2. Basic financial statements, including:
- a. Districtwide financial statements, consisting of a statement of net assets and a statement of activities which report all of the assets, liabilities, revenues, expenses, and gains and losses of the district
 - b. Fund financial statements, consisting of a series of statements that focus on information about the district's major governmental and enterprise funds, including its blended component units
 - c. Notes to the financial statements that are essential to a user's understanding of the basic financial statements
3. Supplementary information required by the Governmental Standards Accounting Board (GASB), including, but not limited to, budgetary comparison schedules

By January 31 of each year, the Board shall review, at an open meeting, the annual district audit for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or any issue raised in a management letter. (Education Code 41020.3)

(cf. 9322 - Agenda/Meeting Materials)

FINANCIAL REPORTS AND ACCOUNTABILITY (continued)

Note: The following paragraph is **optional**. Although Education Code 41020.3 requires that the Board review the audit report by January 31 of each year, as provided above, CSBA's publication Maximizing School Board Governance: Fiscal Accountability recommends that the Board conduct this review before the audit is filed with the County Superintendent, CDE, and State Controller.

~~To the extent possible, the Board's review shall occur prior to December 15 to provide the Board and the community an opportunity to review the audit before it is submitted to local and state agencies.~~

No later than December 15, the Superintendent or designee shall file the report of the audit for the preceding fiscal year with the County Superintendent, the California Department of Education, and the State Controller. (Education Code 41020)

Note: Pursuant to Education Code 41344 and 41344.1, the district may informally or formally appeal an audit finding to the EAAP within the timelines noted below, when the audit finding requires the district to repay an apportionment or pay a penalty. If it finds that there has been substantial compliance with the law, the EAAP may waive or reduce repayments or order other remedial measures to induce future compliance.

If an audit finding results in the district being required to repay an apportionment or pay a penalty, the district may appeal the finding to the Education Audit Appeals Panel by making an informal, summary appeal within 30 days of receiving the final audit report or initiating a formal appeal within 60 days of receiving the report. (Education Code 41344, 41344.1)

Negative Balance Report

Whenever the district reports a negative unrestricted fund balance or a negative cash balance in its annual budget or annual audit report, it shall include in the budget a statement that identifies the reasons for the negative unrestricted fund balance or negative cash balance and the steps that have been taken to ensure that the negative balance will not occur at the end of the current fiscal year. (Education Code 42127.5)

Non-Voter-Approved Debt Report

Note: The following section addresses notices regarding the issuance of revenue bonds, certificates of participation, and other non-voter-approved debts. Pursuant to Education Code 42133, a district that has a qualified or negative certification in any fiscal year cannot issue non-voter-approved debt in that fiscal year or in the next fiscal year unless the County Superintendent determines that the district's repayment of the debt is probable.

Upon approval by the Board to proceed with the issuance of revenue bonds or any agreement for financing school construction pursuant to Education Code 17170-17199.5, the Superintendent or designee shall notify the County Superintendent and the county auditor.

FINANCIAL REPORTS AND ACCOUNTABILITY (continued)

The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent, and the public with related repayment schedules and evidence of the district's ability to repay the obligation. (Education Code 17150)

In the case of certificates of participation and other debt instruments that are secured by real property and do not require the approval of the voters of the district, notice shall be provided to the County Superintendent and county auditor no later than 30 days before the Board's approval to proceed with issuance. The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent, and the public with information necessary to assess the anticipated effect of the debt issuance, including related repayment schedules, evidence of the district's ability to repay the obligation, and the issuance costs. (Education Code 17150.1)

Note: Pursuant to Education Code 17150 and 17150.1, the County Superintendent and county auditor may, within 15 days of receiving the above notices from the district, comment publicly to the Board regarding the capability of the district to repay the debt obligation.

Other Postemployment Benefits Report (GASB 45)

Note: GASB Statement 45 contains reporting requirements pertaining to "other postemployment benefits" (OPEBs) (i.e., medical, dental, vision, hearing, life insurance, long-term care, long-term disability, and other nonpension benefits for retired employees). Implementation of these requirements is phased in over three years based on the district's revenues as of June 30, 2000: fiscal year 2007-08 for districts with revenues over \$100 million, 2008-09 for districts with revenues between \$10-100 million, and 2009-10 for districts with revenues under \$10 million. Under GASB 45, the district must report OPEBs as a current expense during the working years of an employee, calculated by an actuary using one of six specified actuarial cost methods. In addition, to the extent that the OPEBs are not prefunded in a designated fund or irrevocable trust, they must be reported as a liability on the district's financial statements. The decision of whether to prefund the benefits, and by how much, is at the Board's discretion; see BP 3100 - Budget.

The SBE's criteria and standards for budget adoption (5 CCR 15440-15451) require districts to estimate unfunded OPEBs as well as the unfunded portion of any self-insured benefits program. Changes to the unfunded liabilities are disclosed at interim reporting periods (5 CCR 15453, 15464). These reports are included in the SACS software used to develop budget and interim reports.

CSBA's GASB 45 Solutions program provides access to qualified actuaries and consultants and a GASB 45-compliant trust to prefund future obligations. See CSBA's web site for further information.

The following optional section may be revised to reflect district practice and should be deleted by districts that do not provide OPEBs.

In accordance with GASB Statement 45, the district's financial statements shall report the annual expense of nonpension other postemployment benefits (OPEBs) on an accrual basis over the retiree's active working lifetime, as determined by a qualified actuary procured by the Superintendent or designee. To the extent that these OPEBs are not prefunded, the district shall report a liability on its financial statements.

FINANCIAL REPORTS AND ACCOUNTABILITY (continued)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

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

The Superintendent or designee shall annually present the estimated accrued but unfunded cost of OPEBs and the actuarial report upon which those costs are based at a public meeting of the Board. (Education Code 42140)

Note: Pursuant to GASB 45, the district must arrange for an actuary to update the valuation of its OPEB obligations either every two years (for OPEB plans with a total membership of 200 or more) or every three years (for OPEB plans with fewer than 200 members). CDE correspondence dated February 26, 2007, indicates that districts with fewer than 100 plan members may use an alternative method that does not require the services of an actuary. The district may revise the following paragraph to reflect the district's circumstances.

The amount of the district's financial obligation for OPEBs shall be reevaluated every two or three years in accordance with GASB 45 depending on the number of members in the OPEB plan.

Workers' Compensation Claims Report

Note: The following optional section is for use by districts that are self-insured for workers' compensation claims, either individually or as part of a joint powers agency. See BP 3100 - Budget for provisions related to funding the estimated accrued cost of workers' compensation claims.

The Superintendent or designee shall annually provide the Board, at a public meeting, information and related actuarial reports showing the estimated accrued but unfunded cost of workers' compensation claims. The estimate of costs shall be based on an actuarial report completed at least every three years by a qualified actuary. (Education Code 42141)

Administrative Regulation

Financial Reports And Accountability

AR 3460

Business and Noninstructional Operations

Unaudited Actual Receipts and Expenditures

The Superintendent or designee shall prepare a statement of all unaudited actual receipts and expenditures of the district for the preceding fiscal year, using the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). On or before September 15, the Governing Board shall approve this statement and file it with the County Superintendent of Schools. (Education Code 42100)

Gann Appropriations Limit Resolution

The Board shall adopt a resolution by September 15 of each year to identify the estimated appropriations limit for the district for the current fiscal year and the actual appropriations limit of the district during the preceding year, as determined pursuant to Government Code 7900-7914. Documentation used to identify these limits shall be made available to the public on the day of the Board meeting. (Education Code 42132; Government Code 7910)

Interim Reports

The Superintendent or designee shall submit two interim fiscal reports to the Board, the first report covering the district's financial and budgetary status for the period ending October 31 and the second report covering the period ending January 31. The reports and supporting data shall also be made available by the district for public review. (Education Code 42130)

(cf. 1340 - Access to District Records)

The interim report shall include an assessment of the district budget as revised to reflect current information regarding the adopted state budget, district property tax revenues, if any, and ending balances for the preceding year. The review shall be based on criteria and standards adopted by the State Board of Education which address fund and cash balances, reserves, deficit spending, estimation of average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected revenue limit, salaries and benefits, other revenues and expenditures, and facilities maintenance. The review shall also consider supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, temporary interfund borrowings, the status of labor agreements, and the status of other funds. (Education Code 42130, 42131; 5 CCR 15453-

15464)

Within 45 days after the close of the period reported, the Board shall approve the interim fiscal report and certify, on the basis of the interim report and any additional financial information known by the Board to exist at the time of certification, whether the district is able to meet its financial obligations for the remainder of the fiscal year and, based on current forecasts, for the subsequent fiscal year. The certification shall be classified as one of the following: (Education Code 42130, 42131)

1. "Positive certification" indicating that the district will meet its financial obligations for the current fiscal year and two subsequent fiscal years
2. "Qualified certification" indicating that the district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years
3. "Negative certification" indicating that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year

The Superintendent or designee shall submit a copy of the interim report and certification to the County Superintendent using the state's SACS, as prescribed by the SPI. (Education Code 42130, 42131)

If the district submits a positive certification that is subsequently changed by the County Superintendent to a qualified or negative certification, the district may appeal the decision to the SPI within five days of receiving the notice of change. (Education Code 42131)

Whenever the district receives a qualified or negative certification as determined by the Board or the County Superintendent, it shall cooperate in the implementation of any remedial actions taken by the County Superintendent under the authority granted to him/her pursuant to Education Code 42131.

Whenever the County Superintendent conducts a comprehensive review of the district's financial and budgetary conditions after determining that the district's budget does not comply with state standards and criteria for fiscal stability, the Board shall review the County Superintendent's recommendations at a public Board meeting. Within 15 days of receiving the report, the district shall notify the County Superintendent and the SPI of its proposed actions on the recommendations. (Education Code 42637)

If the second interim report of the fiscal year is accompanied by a qualified or negative certification as determined by the Board or the County Superintendent, the Superintendent or designee shall, no later than June 1, provide to the County Superintendent, the State Controller, and the SPI a financial statement that reports data for the period ending April 30 and projects the district's fund and cash balances as of June 30. (Education Code 42131)

Audit Report

By April 1 of each year, the Board shall provide for an audit of the district's books and accounts or the County Superintendent shall make arrangements to provide for that audit. (Education Code 41020)

The Superintendent or designee shall establish a timetable for the completion and review of the audit within the deadlines established by law.

To conduct the audit, the Board shall select a certified public accountant or public accountant licensed by the State Board of Accountancy from among those deemed qualified by the State Controller. (Education Code 41020, 41020.5)

The Board shall not select any public accounting firm to provide audit services if the lead audit partner or coordinating audit partner having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for the district in each of the six previous fiscal years. (Education Code 41020)

While a firm is performing the audit of the district, it shall not provide any nonauditing, management, or other consulting services for the district except as provided in Government Accounting Standards, Amendment #3, published by the U.S. Government Accounting Office. (Education Code 41020)

The audit shall include an audit of income and expenditures by source of funds for all funds of the district, including the student body and cafeteria funds and accounts and any other funds under the control or jurisdiction of the district, as well as an audit of student attendance procedures. (Education Code 41020)

**(cf. 3430 - Investing)
(cf. 3451 - Petty Cash Funds)
(cf. 3452 - Student Activity Funds)
(cf. 3551 - Food Service Operations/Cafeteria Fund)**

The district's audited financial report shall include:

- 1. Management's discussion and analysis, which shall introduce the basic financial statements and provide an analytical overview of the district's financial activities, including:**
 - a. An objective and easily readable analysis of the district's financial activities based on currently known facts, decisions, and conditions**
 - b. Comparisons of the current year to the prior year**
 - c. An analysis of the district's overall financial position, enabling a determination as to whether that position has improved or deteriorated as a result of the year's activities**

- d. An analysis of significant changes that occur in funds and significant budget variances
 - e. A description of capital asset and long-term debt activity during the year
 - f. A description of currently known facts, decisions, and conditions that are expected to have a significant effect on the district's financial position
2. Basic financial statements, including:
- a. Districtwide financial statements, consisting of a statement of net assets and a statement of activities which report all of the assets, liabilities, revenues, expenses, and gains and losses of the district
 - b. Fund financial statements, consisting of a series of statements that focus on information about the district's major governmental and enterprise funds, including its blended component units
 - c. Notes to the financial statements that are essential to a user's understanding of the basic financial statements
3. Supplementary information required by the Governmental Standards Accounting Board (GASB), including, but not limited to, budgetary comparison schedules

By January 31 of each year, the Board shall review, at an open meeting, the annual district audit for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or any issue raised in a management letter. (Education Code 41020.3)

(cf. 9322 - Agenda/Meeting Materials)

No later than December 15, the Superintendent or designee shall file the report of the audit for the preceding fiscal year with the County Superintendent, the California Department of Education, and the State Controller. (Education Code 41020)

If an audit finding results in the district being required to repay an apportionment or pay a penalty, the district may appeal the finding to the Education Audit Appeals Panel by making an informal, summary appeal within 30 days of receiving the final audit report or initiating a formal appeal within 60 days of receiving the report. (Education Code 41344, 41344.1)

Negative Balance Report

Whenever the district reports a negative unrestricted fund balance or a negative cash

balance in its annual budget or annual audit report, it shall include in the budget a statement that identifies the reasons for the negative unrestricted fund balance or negative cash balance and the steps that have been taken to ensure that the negative balance will not occur at the end of the current fiscal year. (Education Code 42127.5)

Non-Voter-Approved Debt Report

Upon approval by the Board to proceed with the issuance of revenue bonds or any agreement for financing school construction pursuant to Education Code 17170-17199.5, the Superintendent or designee shall notify the County Superintendent and the county auditor. The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent, and the public with related repayment schedules and evidence of the district's ability to repay the obligation. (Education Code 17150)

In the case of certificates of participation and other debt instruments that are secured by real property and do not require the approval of the voters of the district, notice shall be provided to the County Superintendent and county auditor no later than 30 days before the Board's approval to proceed with issuance. The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent, and the public with information necessary to assess the anticipated effect of the debt issuance, including related repayment schedules, evidence of the district's ability to repay the obligation, and the issuance costs. (Education Code 17150.1)

Other Postemployment Benefits Report (GASB 45)

In accordance with GASB Statement 45, the district's financial statements shall report the annual expense of nonpension other postemployment benefits (OPEBs) on an accrual basis over the retiree's active working lifetime, as determined by a qualified actuary procured by the Superintendent or designee. To the extent that these OPEBs are not prefunded, the district shall report a liability on its financial statements.

(cf. 4154/4254/4354 - Health and Welfare Benefits)

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

The Superintendent or designee shall annually present the estimated accrued but unfunded cost of OPEBs and the actuarial report upon which those costs are based at a public meeting of the Board. (Education Code 42140)

The amount of the district's financial obligation for OPEBs shall be reevaluated every two or three years in accordance with GASB 45 depending on the number of members in the OPEB plan.

Workers' Compensation Claims Report

The Superintendent or designee shall annually provide the Board, at a public meeting, information and related actuarial reports showing the estimated accrued but unfunded

cost of workers' compensation claims. The estimate of costs shall be based on an actuarial report completed at least every three years by a qualified actuary. (Education Code 42141)

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: April 1, 2009 Antelope, California

DISTRICT RECORDS

Note: The following **optional** policy and accompanying administrative regulation address the classification and retention of district records pursuant to 5 CCR 16020-16027 and may be modified to reflect district practice. For additional requirements pertaining to student records, including the contents and retention of such records pursuant to the Family Educational Rights and Privacy Act (20 USC 1232g; 34 CFR 99.1-99.8; Education Code 49069; 5 CCR 430-433), see BP/AR 5125 - Student Records. For requirements pertaining to public access to certain records in accordance with the Public Records Act (Government Code 6252-6270), see BP/AR 1340 - Access to District Records.

The Governing Board recognizes the importance of securing and retaining district documents. The Superintendent or designee shall ensure that district records are developed, maintained, and disposed of in accordance with law, Board policy, and administrative regulation.

(cf. 1340 - Access to District Records)

(cf. 3440 - Inventories)

Note: 5 CCR 16020 defines a record as any paper or document which the district is required to maintain or which the district prepares or maintains as necessary to the discharge of official duty. 5 CCR 16022 requires the Superintendent or designee to annually review and classify these "record" documents and papers in order to determine their required length of retention. Depending on the content, electronic communications such as email may also be considered "records" and thus are subject to the same classification and retention schedule as paper documents.

AB 5 (Ch. 5, Statutes of 2009) creates the California Electronic Discovery Act and amends Code of Civil Procedure 2031.010 to make the procedural rules requiring the disclosure of documents to the opposing party in litigation applicable to electronically stored information. These state rules are similar to federal Rules of Civil Procedure adopted in 2007 that apply to actions in federal courts and which also include provisions related to electronically stored information. In general, the rules require parties in litigation to identify and disclose potentially relevant electronic information and, upon notification by district legal counsel of pending or anticipated litigation, halt the routine destruction of paper or electronic records (e.g., suspend automatic monthly erasure of back-up tapes) that could be potentially relevant (a "litigation hold").

It is important that districts have an efficient and consistent system in place for discarding those documents, including email, that are not considered "records." Such a system may help reduce storage costs but may also help prevent unnecessary disclosure. For example, Government Code 6254 exempts from disclosure "preliminary drafts" not retained by the district. The purpose of this exemption is to allow a measure of confidentiality for pending district action. However, if preliminary drafts are not regularly discarded, then they may be considered a "record" that has been retained by the district and thus subject to disclosure under the Public Records Act.

The following **optional** paragraph directs the Superintendent or designee to create a document management system which includes a process for the storage and destruction of electronic materials. Each district will need to do an analysis of the type of system needed based on the size of the district, number of school sites, number of employees, and the type, practice, and capability of the district's information technology system.

The Superintendent or designee shall consult with district legal counsel, site administrators, district information technology staff, personnel department staff, and others as necessary to develop a secure document management system that provides for the storage, retrieval,

DISTRICT RECORDS (continued)

archiving, and destruction of district documents, including electronically stored information such as email. This document management system shall be designed to comply with state and federal laws regarding security of records, record retention and destruction, response to "litigation hold" discovery requests, and the recovery of records in the event of a disaster or emergency.

(cf. 0440 - District Technology Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 4040 - Employee Use of Technology)
(cf. 9011 - Board Member Electronic Communications)

The Superintendent or designee shall ensure the confidentiality of records as required by law and shall establish regulations to safeguard data against damage, loss, or theft.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

The Superintendent or designee shall ensure that employees receive information about the district's document management system, including retention and confidentiality requirements and an employee's obligations in the event of a litigation hold established on the advice of legal counsel.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Safe at Home Program

Note: The Secretary of State's Safe at Home program creates a confidential address and mail-forwarding program for victims of domestic violence, stalking, or sexual assault. Government Code 6207 provides that, when creating a public record, the district must not include actual residences of students, parents/guardians, or employees when a substitute address is designated through the Safe at Home program. Districts are required to accept the program participation card issued by the Secretary of State and to substitute a post office box as the participant's address.

District public records shall not include the actual addresses of students, parents/guardians, or employees when a substitute address is designated by the Secretary of State pursuant to the Safe at Home program. (Government Code 6206, 6207)

Note: According to the Secretary of State, a participant's confidential, actual address may only be used to establish student enrollment eligibility and for school emergency purposes. Pursuant to Government Code 6207, a participant's confidential, actual address is not a public record and should not be made available to anyone under any circumstances. See also AR 5111.1 - District Residency.

DISTRICT RECORDS (continued)

When a substitute address card is provided pursuant to this program, the confidential, actual address may be used only to establish district residency requirements for enrollment and for school emergency purposes.

(cf. 5111.1 - District Residency)

(cf. 5141 - Health Care and Emergencies)

Legal Reference:

EDUCATION CODE

35145 Public meetings

35163 Official actions, minutes and journal

35250-35255 Records and reports

44031 Personnel file contents and inspection

49065 Reasonable charge for transcripts

CODE OF CIVIL PROCEDURE

2031.010-2031.060 Civil Discovery Act, scope of discovery demand

2031.210-2031.320 Civil Discovery Act, response to inspection demand

GOVERNMENT CODE

6205-6211 Confidentiality of addresses for victims of domestic violence, sexual assault or stalking

6252-6265 Inspection of public records

12946 Retention of employment applications and records for two years

PENAL CODE

11170 Retention of child abuse reports

CODE OF REGULATIONS, TITLE 5

432 Varieties of student records

16020-16022 Records, general provisions

16023-16027 Retention of records

Management Resources:

SECRETARY OF STATE PUBLICATIONS

Letter re: California Confidential Address Program Implementation (SB 489), August 27, 1999

WEB SITES

California Secretary of State: <http://www.ss.ca.gov/safeathome>

Board Policy

District Records

BP 3580

Business and Noninstructional Operations

District records shall be developed, maintained, and disposed of in accordance with law and California Department of Education regulations.

(cf. 1340 - Access to District Records)
(cf. 3440 - Inventories)
(cf. 4040 - Employee Use of Technology)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

The Superintendent or designee shall establish regulations that define records which are permanent, optional, and disposable and specify how each type of record is to be maintained or destroyed. Any photographic, microfilm, or electronic copies of original records shall be permanently retained.

The Superintendent or designee shall ensure the confidentiality of records as required by law and shall establish regulations to safeguard data against damage or loss.

Safe at Home Program

District public records shall not include the actual addresses of students, parents/guardians, or employees when a substitute address is designated by the Secretary of State pursuant to the Safe at Home program. (Government Code 6206, 6207)

When a substitute address card is provided pursuant to this program, the confidential, actual address may be used only to establish district residency requirements for enrollment and for school emergency purposes.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 5111.1 - District Residency)

Legal Reference:

EDUCATION CODE

35145 Public meetings

35163 Official actions, minutes and journal

35250-35255 Records and reports

44031 Personnel file contents and inspection

49065 Reasonable charge for transcripts

GOVERNMENT CODE

6205-6211 Confidentiality of addresses for victims of domestic violence, sexual assault or stalking

6252-6265 Inspection of public records

12946 Retention of employment applications and records for two years

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CODE OF REGULATIONS, TITLE 5

432 Varieties of pupil records

16020-16022 Records-general provisions

16023-16027 Retention of records

Management Resources:

SECRETARY OF STATE PUBLICATIONS

Letter re: California Confidential Address Program Implementation (SB 489), August 27, 1999

WEB SITES

California Secretary of State: <http://www.ss.ca.gov/safeathome>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: May 2, 2007 Antelope, California

DISTRICT RECORDS

Note: The following optional administrative regulation reflects classification and retention requirements for district records. Student records, including the contents and retention of such records, are governed by the Family Educational Rights and Privacy Act (20 USC 1232g; 34 CFR 99.1-99.8; Education Code 49069; 5 CCR 430-433); see BP/AR 5125 - Student Records. In addition, as a local governmental entity, the district is required to grant public access to certain records in accordance with the Public Records Act (Government Code 6252-6270); see BP/AR 1340 - Access to District Records.

Classification of Records

Note: Pursuant to 5 CCR 16020, only those documents that are prepared or retained as part of the discharge of official duty are considered a "record" that must be classified and retained. In addition, under the Public Records Act (Government Code 6252), a "public record" is defined as any writing relating to the conduct of district business that is prepared, owned, used, or retained by the district; see BP/AR 1340 - Access to District Records. Documents and other writings that are not prepared or used by the district in the conduct of district business are generally not considered a "record" and thus are not subject to the requirements of this regulation.

Records means all records, maps, books, papers, and documents of a school district required by law to be prepared or retained as necessary or convenient to the discharge of official duty. (5 CCR 16020)

(cf. 1340 - Access to District Records)

Before January 1, the Superintendent or designee shall review the prior year's records and shall classify them as either a Class 1 (Permanent), Class 2 (Optional), or Class 3 (Disposable) record. (5 CCR 16022)

Records of continuing nature (active and useful for administrative, legal, fiscal, or other purposes over a period of years) shall not be classified until such usefulness has ceased. (5 CCR 16022)

An inventory of equipment shall be a continuing record and shall not be classified until the inventory is superseded or until the equipment is removed from district ownership. (5 CCR 16022)

(cf. 3440 - Inventories)

A student's cumulative record is a continuing record until the student ceases to be enrolled in the district. (5 CCR 16022)

(cf. 5125 - Student Records)

When an electronic or photographed copy of a Class 1 (Permanent) record has been made, the copy may be classified as Class 1 (Permanent) and the original classified as either Class 2

DISTRICT RECORDS (continued)

(Optional) or Class 3 (Disposable). However, no original record that is basic to any required audit may be destroyed prior to the second July 1st succeeding the completion of the audit. (Education Code 35254)

Class 1 - Permanent Records

The original of each of the following records, or one exact copy of it when the original is required by law to be filed with another agency, is a Class 1 (Permanent) record and shall be retained indefinitely unless microfilmed in accordance with 5 CCR 16022: (5 CCR 16023)

1. Annual Reports
 - a. Official budget
 - b. Financial reports of all funds, including cafeteria and student body funds
 - c. Audit of all funds
 - d. Average daily attendance, including Period 1 and Period 2 reports
 - e. Other major annual reports, including:
 - (1) Those containing information relating to property, activities, financial condition, or transactions
 - (2) Those declared by Governing Board minutes to be permanent

(cf. 3100 - Budget)

(cf. 3452 - Student Activity Funds)

(cf. 3460 - Financial Reports and Accountability)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

2. Official Actions
 - a. Minutes of the Board or Board committees, including the text of rules, regulations, policies, or resolutions included by reference only
 - b. The call for and the result of any elections called, conducted, or canvassed by the Board
 - c. Records transmitted by another agency pertaining to its action with respect to district reorganization

(cf. 7214 - General Obligation Bonds)

(cf. 9324 - Minutes and Recordings)

DISTRICT RECORDS (continued)

3. Personnel Records

Class 1 (Permanent) records include all detailed records relating to employment; assignment; amounts and dates of service rendered; termination or dismissal of an employee in any position; sick leave record; rate of compensation, salaries, or wages paid; and deductions or withholdings made and the person or agency to whom such amounts were paid. In lieu of the detailed records, a complete proven summary payroll record for each employee containing the same data may be classified as Class 1 (Permanent) and the detailed records may then be classified as Class 3 (Disposable).

Information of a derogatory nature as defined in Education Code 44031 shall be Class 1 (Permanent) only when the time for filing a grievance has passed or the document has been sustained by the grievance process.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)

4. Student Records

The records of enrollment and scholarship for each student required by 5 CCR 432 and all records pertaining to any accident or injury involving a minor for which a claim for damages had been filed as required by law shall be classified as Class 1 (Permanent) records. This includes any related policy of liability insurance except that these records cease to be Class 1 (Permanent) one year after the claim has been settled or the statute of limitations has expired.

(cf. 5111.1 - District Residency)

(cf. 5141 - Health Care and Emergencies)

(cf. 5143 - Insurance)

5. Property Records

Class 1 (Permanent) records include all detailed records relating to land, buildings, and equipment. In lieu of detailed records, a complete property ledger may be classified as Class 1 (Permanent). The detailed records may then be classified as Class 3 (Disposable) if the property ledger includes all fixed assets; an equipment inventory; and, for each piece of property, the date of acquisition, name of previous owner, a legal description, the amount paid, and comparable data if the unit is disposed of.

(cf. 3280 - Sale or Lease of District-Owned Real Property)

DISTRICT RECORDS (continued)**Class 2 - Optional Records**

Any record considered temporarily worth keeping, but which is not a Class 1 record, may be classified as Class 2 (Optional) and shall be retained until it is reclassified as Class 3 (Disposable). If by agreement of the Board and Superintendent or designee, classification of the prior year records has not been made before January 1 as specified in 5 CCR 16022, all records of the prior year may be classified Class 2 (Optional) pending further review and classification within one year. (5 CCR 16024)

Class 3 - Disposable Records

All records not classified as Class 1 (Permanent) or as Class 2 (Optional) shall be classified as Class 3 (Disposable). These include, but are not limited to, detailed records basic to audit, including those relating to attendance, average daily attendance, or business or financial transactions; detailed records used in preparing another report; teachers' registers if all information required by 5 CCR 432 is retained in other records or if the General Records pages are removed from the register and classified as Class 1 (Permanent); and periodic reports, including daily, weekly, and monthly reports, bulletins, and instructions. (5 CCR 16025)

All Class 3 (Disposable) records shall be destroyed during the third school year after the school year in which the records originated. In addition, Class 3 (Disposable) records shall not be destroyed until after the third school year following the completion of any legally required audit or the retention period required by any agency other than the State of California, whichever is later. A continuing record shall not be destroyed until the fourth year after it has been classified as Class 3 (Disposable). (5 CCR 16026, 16027)

(cf. 5113.2 - Work Permits)

Administrative Regulation

District Records

AR 3580

Business and Noninstructional Operations

The Superintendent or designee shall ensure that appropriate computer software is used to safeguard any data stored on computers, including computers connected to networks. To further prevent the damage or theft of data, computers and related equipment, he/she shall maintain complete and accurate inventories, specify user responsibilities for damages, and provide appropriate supervision in areas where computers are used.

Classification of Records

Before January 1, the Superintendent or designee shall review documents and papers originating during the prior school year and classify them as Class 1 (Permanent), Class 2 (Optional), or Class 3 (Disposable). Records of continuing nature (active and useful for administrative, legal, fiscal or other purposes over a period of years) shall not be classified until such usefulness has ceased. A student's cumulative record is a continuing record until the student ceases to be enrolled in the district. (Title 5, Section 16022)

Class 1 - Permanent Record (Title 5, Section 16023)

The original of each of the following records, or one exact copy of it when the original is required by law to be filed with another agency, is a Class 1 (Permanent) Record and shall be retained indefinitely unless microfilmed in accordance with the Code or Regulations, Title 5, Section 16022:

1. Annual Reports

a. Official budget

b. Financial reports of all funds, including cafeteria and student body funds

c. Audit of all funds

d. Average daily attendance, including Period 1 and Period 2 reports

e. Other major annual reports, including:

(1) Those containing information relating to property, activities, financial condition or transactions

(2) Those declared by Governing Board minutes to be permanent

2. Official Actions

- a. Minutes of the Board or Board committees, including the text of rules, regulations, policies or resolutions included by reference only**
- b. The call for and the result of any elections called, conducted or canvassed by the Board**
- c. Records transmitted by another agency pertaining to its action with respect to district reorganization**

3. Personnel Records

a. Employees

All detailed records relating to employment, assignment, amounts and dates of service rendered, termination or dismissal of an employee in any position, sick leave record, rate of compensation, salaries or wages paid, deductions or withholdings made and the person or agency to whom such amounts were paid. In lieu of the detailed records, a complete proven summary payroll record for each employee containing the same data may be classified as Class 1 (Permanent), and the detailed records may then be classified as Class 3 (Disposable).

Information of a derogatory nature as defined in Education Code 44031 shall be Class 1 (Permanent) only when the time for filing a grievance has passed or the document has been sustained by the grievance process.

b. Students

The records of enrollment and scholarship for each student required by Title 5, Section 432, and all records pertaining to any accident or injury involving a minor for which a claim for damages had been filed as required by law. This includes any related policy of liability insurance except that these records cease to be Class 1 (Permanent) one year after the claim has been settled or the statute of limitations has run.

4. Property Records

All detailed records relating to land, buildings, and equipment. In lieu of detailed records, a complete property ledger may be classified as Class 1 (Permanent). The detailed records may then be classified as

Class 3 (Disposable) if the property ledger includes all fixed assets, an equipment inventory and, for each piece of property, the date of acquisition, name of previous owner, a legal description, the amount paid, and comparable data if the unit is disposed of.

Class 2 - Optional Records (Title 5, Section 16024)

Any record considered worth keeping, but which is not a Class 1 record, may be classified as Class 2 (Optional) and shall be retained until it is reclassified as Class 3 (Disposable). If by agreement of the Board and Superintendent or designee, classification of the prior year records has not been made before January 1, all records of the prior year may be classified Class 2 (Optional) until they are classified as required by Title 5, Section 16022. Such classification must occur within one year.

Class 3 - Disposable Records (Title 5, Section 16025, 16026, 16027)

All records not classified as Class 1 (Permanent) or as Class 2 (Optional) shall be classified as Class 3 (Disposable). These include but are not limited to: detailed records basic to audit, including those relating to attendance, average daily attendance, or business or financial transactions; detailed records used in preparing another report; teachers' registers if all information required by Title 5, Section 432 is retained in other records or if the General Records pages are removed from the register and classified as Class 1 (Permanent); and periodic reports, including daily, weekly and monthly reports, bulletins and instructions.

Class 3 (Disposable) records shall be destroyed during the third school year after the later of the following:

1. The completion of any legally required audit
2. The retention period required by any agency other than the State of California
3. The school year in which the records originated

Regulation approved: **CENTER UNIFIED SCHOOL DISTRICT**
April 23, 1997 Antelope, California

SPECIAL EDUCATION STAFF

Qualifications/Assignment of Special Education Teachers

Note: Individuals providing instruction in special education must possess an appropriate credential or authorization issued by the Commission on Teacher Credentialing (CTC) authorizing such service, including the (1) education specialist credential, which includes specializations in mild/moderate disabilities, moderate/severe disabilities, deaf and hard of hearing, visual impairments, physical and health impairments, and early childhood special education; (2) resource specialist certificate of competence; (3) speech-language pathology services credential; (4) clinical and rehabilitative services credential, which authorizes the holder to provide audiology and/or orientation and mobility services; and (5) adapted physical education specialist credential.

5 CCR 80048.7, as added by Register 2009, No. 27, allows special education credential holders to obtain added authorizations in the following areas: autism spectrum disorders, deaf-blind, emotional disturbance, orthopedically impaired, other health impaired, and traumatic brain injury. Teachers who receive an added authorization may be assigned to serve students in the broad specialty area pursuant to their credential and in the specific area of the added authorization.

Any teacher assigned to serve students with disabilities shall possess an appropriate credential or other authorization that specifically authorizes him/her to teach students with that primary disability within the program placement recommended in the students' individualized education program (IEP). (5 CCR 80046.5, 80048.7)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

Note: The No Child Left Behind Act (20 USC 6319; 34 CFR 200.55-200.57) requires all teachers of core academic subjects, including special education teachers, to be "highly qualified" as defined in 20 USC 7801 and 5 CCR 6100-6126; see AR 4112.24 - Teacher Qualifications Under the No Child Left Behind Act.

Special education teachers who teach core academic subjects shall possess the qualifications required by the No Child Left Behind Act. (20 USC 1401, 6319, 7801; 34 CFR 200.55-200.57, 300.18; 5 CCR 6100-6126)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

Note: 5 CCR 80027.1, as added by Register 2009, No. 27, establishes the special education limited assignment teaching permit which allows a special education credential holder to serve outside his/her specialty area while completing the coursework for an added authorization in special education or an additional full specialty area in another special education area. The permit is valid for up to one year from the date of issuance but may be renewed twice, for a total of three years in the specialty area, if renewal requirements are met.

SPECIAL EDUCATION STAFF (continued)

Alternatively, pursuant to 5 CCR 80021, when there is a need to immediately fill a classroom vacancy based on an acute staffing need, a special education teacher may obtain a short-term staff permit to serve in a special education specialty area outside his/her credential authorization. Such permits are valid for one year only and are nonrenewable. See BP/AR 4112.2 - Certification.

The Superintendent or designee may request the Commission on Teacher Credentialing (CTC) to issue a special education limited assignment teaching permit to authorize a qualified special education teacher, with his/her written consent, to serve outside the specialty area of his/her credential. In so doing, the district shall submit a Declaration of Need for Fully Qualified Educators that satisfies the requirements of 5 CCR 80026. If the teacher has not yet obtained permanent status, the Superintendent or designee shall assign one or more experienced educators in the special education subject area(s) of the permit, who have at least three years of full-time teaching experience in each of the subject area(s) of the permit, to provide guidance and assistance to the permit holder. (5 CCR 80027.1)

Note: Pursuant to Education Code 44325, the CTC issues special education district internship credentials, valid for up to three years, which authorize classroom instruction to students with disabilities. As amended by AB 239 (Ch. 316, Statutes of 2009), Education Code 44325 no longer limits this authorization to instruction of students with mild and moderate disabilities. For requirements pertaining to internship programs, see BP/AR 4112.21 - Interns.

The district may employ a person with an appropriate district internship credential to provide classroom instruction to students with disabilities, provided he/she has met the subject matter requirement specified in Education Code 44325 and receives guidance, supervision, and professional development through an established district internship program. (Education Code 44325, 44326, 44830.3)

(cf. 4112.21 - Interns)

Resource Specialists

Note: Education Code 56195.8 mandates entities providing special education to adopt policy related to resource specialists. The following section fulfills this mandate and should be revised for consistency with the policy and regulations of the Special Education Local Plan Area (SELPA) in which the district participates. Also see language on caseloads for resource specialists in the section "Caseloads" below.

The district shall employ certificated resource specialists to provide services for students with disabilities which shall include, but not be limited to: (Education Code 56362)

1. Providing instruction and services to students whose needs have been identified in an IEP and who are assigned to regular classroom teachers for a majority of the school day

A student shall not be enrolled in a resource specialist program for a majority of a school day without approval by the student's IEP team.

SPECIAL EDUCATION STAFF (continued)

2. Providing information and assistance to students with disabilities and their parents/guardians
3. Providing consultation, resource information, and material regarding students with disabilities to their parents/guardians and regular education staff members
4. Coordinating special education services with the regular school programs for each student with disabilities enrolled in the resource specialist program
5. Monitoring student progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring students who do not demonstrate sufficient progress to the IEP team

Note: Item #6 below should be deleted by districts that do not maintain secondary schools.
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6. At the secondary school level, emphasizing academic achievement, career and vocational development, and preparation for adult life

Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes. (Education Code 56362)

The district's resource specialist program shall be under the direction of a resource specialist who possesses the qualifications specified in Education Code 56362 and 5 CCR 80070.8. (Education Code 56362)

Teachers of Students with Autism

Note: The following section is optional . For a limited period of time, Education Code 44265.1 allows districts to assign a teacher whose preliminary Level I credential authorizes instruction to students with mild and moderate disabilities to provide instruction to students with autism under the conditions described below. Education Code 44265.1 will become inoperative two years after the CTC adds an autism authorization to the education specialist credential. The CTC established that authorization pursuant to 5 CCR 80048.7, as added by Register 2009, No. 27, effective July 3, 2009. Thus, Education Code 44265.1 will become inoperative July 3, 2011.

A teacher whose preliminary Level I education specialist credential or other previously issued credential authorizes him/her to provide instruction to students with mild and moderate disabilities may be assigned to provide instruction to students with autism, provided that the teacher consents to the assignment and satisfies either of the following criteria prior to the assignment: (Education Code 44265.1)

1. The teacher has provided full-time instruction for at least one year prior to September 1, 2007, in a special education program that serves students with autism in

SPECIAL EDUCATION STAFF (continued)

accordance with their IEP and received a favorable evaluation or recommendation from the district or school to teach students with autism.

2. The teacher has completed a minimum of three semester units of coursework in the subject of autism offered by a regionally accredited institution of higher education.

The Superintendent or designee shall report teachers assigned under the criteria specified in items #1 and 2 above to the county office of education as part of the annual assignment monitoring pursuant to Education Code 44258.9. (Education Code 44265.1)

Note: Education Code 44265.2 authorizes districts to employ individuals who possess the qualifications described below to provide instruction to students age 3-4 who are diagnosed with autism. This provision becomes inoperative on August 31, 2011 unless subsequent legislation is enacted.

The Superintendent or designee may employ and assign a teacher to provide instruction to students age 3-4 who are diagnosed with autism if the teacher holds a valid preliminary Level I or clear Level II education specialist credential, is authorized to provide instruction to students with autism, and satisfies either of the criteria listed in items #1 and 2 above, except that the prior service shall have been with autistic students age 3-4 or the completed coursework shall have been in the subject of special education related to early childhood education. (Education Code 44265.2)

Verification of experience or coursework for any teacher of autistic students shall be maintained on file in the district or school office. (Education Code 44265.1, 44265.2)

Caseloads

Note: The following **optional** section should be revised to reflect district practice. Education Code 56362 specifies maximum caseloads for resource specialists and Education Code 56363.3 and 56441.7 specify caseloads for language, speech, and hearing specialists. Other special education caseloads are not set by law and may be determined through collective bargaining agreements or the policies and regulations of the SELPA in which the district participates.

The Superintendent or designee shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, collective bargaining agreement, and/or the comprehensive plan of the Special Education Local Plan Area (SELPA) in which the district participates.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4141/4241 - Collective Bargaining Agreement)

SPECIAL EDUCATION STAFF (continued)

Note: Pursuant to Education Code 56362, caseloads for resource specialists must be stated in the local policies and regulations of each entity providing special education, but must not exceed 28 students per resource specialist except as provided below. The following paragraph should be revised as necessary for consistency with SELPA and district practice.

In addition, pursuant to Education Code 56362, at least 80 percent of the resource specialists within a SELPA must be provided with an instructional aide.

No resource specialist shall have a caseload which exceeds 28 students. As necessary and with the agreement of the resource specialist, the Board may request a waiver from the State Board of Education to increase the caseload to no more than 32 students, provided that an individual resource specialist does not have a caseload exceeding 28 students for more than two school years and has the assistance of an instructional aide at least five hours daily during the period of the waiver. (Education Code 56362, 56362.1; 5 CCR 3100)

(cf. 1431 - Waivers)

The average caseload for language, speech, and hearing specialists shall not exceed 55 cases unless otherwise specified and reasons stated in the SELPA plan. The maximum caseload for speech and language specialists exclusively serving children with disabilities age 3-5 shall not exceed 40. (Education Code 56363.3, 56441.7)

Legal Reference:

EDUCATION CODE

44250-44279 *Credentials, especially:*

44256 *Credential types, specialist instruction*

44258.9 *Assignment monitoring*

44265-44265.99 *Special education credential*

44325-44329.5 *District interns*

56000-56865 *Special education, especially:*

56195.8 *Adoption of policies*

56361 *Program options*

56362-56362.5 *Resource specialist program*

56363.3 *Average caseload limits; language, speech, and hearing specialists*

CODE OF REGULATIONS, TITLE 5

3051.1 *Language, speech and hearing development and remediation; appropriate credential*

3100 *Waivers of maximum caseload for resource specialists*

6100-6126 *Teacher qualifications, No Child Left Behind Act*

80026 *Declaration of need for fully qualified educators*

80027.1 *Special education limited assignment teaching permit*

80046-80046.1 *Adapted physical education specialist*

80046.5 *Credential holders authorized to serve students with disabilities*

80048-80048.7 *Credential requirements and authorizations*

80070.1-80070.8 *Resource specialist certificate of competence*

Legal Reference continued: (see next page)

SPECIAL EDUCATION STAFF (continued)

Legal Reference: (continued)

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act, especially:

1401 Definition of highly qualified special education teacher

6319 Highly qualified teachers

7801 Definitions, highly qualified teacher

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57 Highly qualified teachers

300.8 Definition of autism

300.18 Highly qualified special education teachers

300.156 Special education personnel requirements

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Handbook on Developing and Implementing Early Childhood Special Education Programs and Services, 2001

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

09-16 Approval of Additions to Title 5 Regulations Pertaining to Added Authorizations in Special Education, July 23, 2009

09-15 Approval of Amendments to Title 5 Regulations Pertaining to General and Special Education Limited Assignment Teaching Permits, July 23, 2009

08-13 Alternative Route to Provide Special Education Services to Students with Autism Ages Three and 4, October 9, 2008

08-10 Alternative Route to Provide Special Education Services to Students with Autism, July 7, 2008

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Standards of Quality and Effectiveness for Education Specialist Credential Programs (including University Internship Options) and Clinical Rehabilitative Services Programs, 1996

WEB SITES

California Association of Resource Specialists and Special Education Teachers:

<http://www.carsplus.org>

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

California Speech-Language-Hearing Association: <http://www.csha.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

SPECIAL EDUCATION STAFF

Any teacher assigned to serve students with disabilities shall possess a credential that authorizes him/her to teach the primary disability of the students within the program placement recommended in the students' individualized education programs (IEP). (5 CCR 80046.5)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

Special education teachers who teach core academic subjects shall possess the qualifications required by the No Child Left Behind Act. (20 USC 1401, 6319, 7801; 34 CFR 200.55-200.57, 300.18; 5 CCR 6100-6126)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4141/4241 - Collective Bargaining Agreement)

Resource Specialists

The Governing Board shall employ certificated resource specialists to provide services for students with disabilities which shall include, but not be limited to: (Education Code 56362)

1. Providing instruction and services to students whose needs have been identified in an IEP and who are assigned to regular classroom teachers for a majority of the school day

A student shall not be enrolled in a resource specialist program for a majority of a school day without approval by the student's IEP team.

2. Providing information and assistance to students with disabilities and their parents/guardians
3. Providing consultation, resource information, and material regarding students with disabilities to their parents/guardians and regular education staff members
4. Coordinating special education services with the regular school programs for each student with disabilities enrolled in the resource specialist program

SPECIAL EDUCATION STAFF (continued)

5. Monitoring student progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring students who do not demonstrate sufficient progress to the IEP team
6. At the secondary school level, emphasizing academic achievement, career and vocational development, and preparation for adult life

The district's resource specialist program shall be under the direction of a resource specialist who possesses: (Education Code 56362)

1. A special education credential or clinical services credential with a special class authorization
2. Three or more years of teaching experience, including both regular and special education teaching experience
3. The demonstrated competencies required for a resource specialist as established by the Commission on Teacher Credentialing in 5 CCR 80070.8

No resource specialist shall have a caseload which exceeds 28 students. As necessary and with the agreement of the resource specialist, the Board may request a waiver from the State Board of Education to increase the caseload to no more than 32 students, provided that an individual resource specialist does not have a caseload exceeding 28 students for more than two school years and has the assistance of an instructional aide at least five hours daily during the period of the waiver. (Education Code 56362, 56362.1; 5 CCR 3100)

(cf. 1431 - Waivers)

Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes. (Education Code 56362)

Teachers of Students with Autism

A teacher whose preliminary Level I education specialist credential or other previously issued credential authorizes him/her to provide instruction to students with mild and moderate disabilities may be assigned to provide instruction to students with autism, provided that the teacher consents to the assignment and satisfies either of the following criteria prior to the assignment: (Education Code 44265.1)

1. The teacher has provided full-time instruction for at least one year prior to September 1, 2007, in a special education program that serves students with autism in accordance with their IEP and received a favorable evaluation or recommendation from the district or school to teach students with autism.

SPECIAL EDUCATION STAFF (continued)

2. The teacher has completed a minimum of three semester units of coursework in the subject of autism offered by a regionally accredited institution of higher education.

The Superintendent or designee shall report teachers assigned under the above conditions to the county office of education as part of the annual assignment monitoring pursuant to Education Code 44258.9. (Education Code 44265.1)

The Superintendent or designee may employ and assign a teacher to provide instruction to students age 3-4 who are diagnosed with autism if the teacher holds a valid preliminary Level I or clear Level II education specialist credential, is authorized to provide instruction to students with autism, and satisfies either of the criteria listed in items #1 and 2 above, except that the prior service shall have been with autistic students age 3-4 or the completed coursework shall have been in the subject of special education related to early childhood education. (Education Code 44265.2)

Verification of experience or coursework for any teacher of autistic students shall be maintained on file in the district or school office. (Education Code 44265.1, 44265.2)

Legal Reference:

EDUCATION CODE

44250-44279 Credentials, especially:

44256 Credential types, specialist instruction

44258.9 Assignment monitoring

44265-44265.99 Special education credential

44268 Clinical and rehabilitative services credential

56000-56865 Special education, especially:

56195.8 Adoption of policies

56361 Program options

56362 Resource specialist program

56362.1 Caseload

56362.5 Resource specialist certificate of competence

56362.7 Bilingual-crosscultural certificate of assessment competence

56363.3 Average caseload limits

56441.7 Maximum caseload, students age 3-5

Legal Reference continued: (see next page)

SPECIAL EDUCATION STAFF (continued)

Legal Reference: (continued)

CODE OF REGULATIONS, TITLE 5

3051.1 *Language, speech and hearing development and remediation; appropriate credential*

3100 *Waivers of maximum caseload for resource specialists*

6100-6126 *Teacher qualifications, No Child Left Behind Act*

80046-80046.1 *Adapted physical education specialist*

80046.5 *Credential holders authorized to serve students with disabilities*

80048-80048.6 *Credential requirements and authorizations*

80070.1-80070.8 *Resource specialist certificate of competence*

UNITED STATES CODE, TITLE 20

1400-1482 *Individuals with Disabilities Education Act, especially:*

1401 *Definition of highly qualified special education teacher*

6319 *Highly qualified teachers*

7801 *Definitions, highly qualified teacher*

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57 *Highly qualified teachers*

300.8 *Definition of autism*

300.18 *Highly qualified special education teachers*

300.156 *Special education personnel requirements*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Handbook on Developing and Implementing Early Childhood Special Education Programs and Services, 2001

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

08-13 *Alternative Route to Provide Special Education Services to Students with Autism Ages Three and 4, October 9, 2008*

08-10 *Alternative Route to Provide Special Education Services to Students with Autism, July 7, 2008*

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Standards of Quality and Effectiveness for Education Specialist Credential Programs (including University Internship Options) and Clinical Rehabilitative Services Programs, 1996

WEB SITES

California Association of Resource Specialists and Special Education Teachers:

<http://www.carsplus.org>

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

California Speech-Language-Hearing Association: <http://www.csha.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

All Personnel

AR 4112.4(a)

4212.4

HEALTH EXAMINATIONS

4312.4

Tuberculosis Tests

Note: Pursuant to Education Code 49406, the examination described below may be either an approved intradermal tuberculin test or any other test for tuberculosis infection that is recommended by the Centers for Disease Control and Prevention and licensed by the federal Food and Drug Administration, which, if positive, shall be followed by an X-ray of the lungs.

No applicant shall be initially employed in a classified or certificated position unless, within the past 60 days, he/she has submitted to an intradermal or other tuberculin test licensed by the Food and Drug Administration and, if that test was positive, has subsequently obtained an X-ray of the lungs. The applicant shall submit to the district a certificate signed by the examining licensed physician indicating that he/she is free of active tuberculosis. (Education Code 49406; 5 CCR 5503)

Note: For pre-employment exams, Education Code 49406 and 45122 specify that the cost of the exam will be borne by the applicant unless otherwise provided by Governing Board rules. Education Code 49406 and 45122 allow the district to reimburse those applicants who are subsequently hired by the district. The following optional paragraph should be modified to reflect district practice.

The cost of the pre-employment tuberculosis examination shall be paid by the applicant.

An applicant who was previously employed in another California school district may fulfill the tuberculosis examination requirement either by producing a certificate showing that he/she was examined within the last four years and found to be free of active tuberculosis or by having his/her previous school district employer verify that it has on file a certificate which contains that evidence. (Education Code 49406)

Every district employee who tests negative shall undergo a tuberculosis examination at least once every four years, or more often if so directed by the Governing Board upon recommendation of the county health officer, for as long as the employee's test remains negative. An employee with a documented positive test for tuberculosis infection shall no longer be required to submit to the examination but shall be referred to the county health officer within 30 days of the examination to determine the need for follow-up care. (Education Code 49406)

Tuberculosis tests for employees shall be provided by the district or at district expense. (Education Code 44839, 45122, 49406)

If an employee's religious belief prevents him/her from undergoing a tuberculosis examination, the employee shall file an affidavit stating that he/she adheres to the faith or teachings of a well-recognized religious sect, denomination, or organization and, in

HEALTH EXAMINATIONS (continued)

accordance with its creed, tenets, or principles, depends for healing upon prayer in the practice of religion and that, to the best of his/her knowledge or belief, he/she is free from active tuberculosis. In order to exempt the individual, the Board shall determine by resolution, after a hearing, that the health of students would not be jeopardized. (Education Code 49406)

Note: The remainder of this section is **optional**. Education Code 49406 authorizes the following additional exemptions pertaining to the tuberculosis exam requirement.

The Superintendent or designee may exempt from the tuberculosis testing requirement classified employees who are employed for less than a school year if their functions do not require frequent or prolonged contact with students. (Education Code 49406)

The Superintendent or designee may exempt a pregnant employee from the requirement that a positive tuberculin test be followed by an X-ray of the lungs, for a period not to exceed 60 days following termination of the pregnancy. (Education Code 49406)

Medical Certification for Communicable Diseases for Certificated Employees

Note: To fill a position requiring certification with an applicant who has not previously been employed in a certificated position in California, or to employ a retirant who has not previously been employed as a retirant, Education Code 44839 and 44839.5 require the district to obtain a medical certification that the applicant or retirant is free from any disabling disease that renders him/her unfit to instruct children or associate with them. Pursuant to Education Code 44839 and 44839.5, the medical certification must be completed and submitted by a physician or, as amended by SB 171 (Ch. 34, Statutes of 2009), by a physician assistant, registered nurse, or commissioned medical officer. Although 5 CCR 5504 provides a sample medical certificate to meet the requirements of Education Code 44839 and 44839.5, the sample may need to be modified when any of the newly authorized individuals is submitting the medical certification.

The Board shall not fill a position requiring certification with an applicant who has not previously been employed in a certificated position in California or a retirant who has not been employed as a retirant, unless the district has on file a medical certification completed and submitted by a physician, physician assistant, registered nurse, or commissioned medical officer. (Education Code 44839 and 44839.5)

(cf. 4117.14/4217.14 - Postretirement Employment)

The medical certification shall certify that the applicant or retirant is free from any disabling disease which would render him/her unfit to instruct or associate with children. The medical

HEALTH EXAMINATIONS (continued)

examination referred to in the certificate must have been conducted within six months of the date that the certificate is filed. (Education Code 44839, 44839.5; 5 CCR 5503)

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

Applicants and retirants shall pay for the cost of obtaining the medical certification. (Education Code 44849, 44839.5)

Note: The following paragraph is optional.

The Board may require certificated employees and/or retirants to undergo, at district expense, a periodic medical examination pursuant to Education Code 44839 or 44839.5 to determine that they are free from any communicable disease making them unfit to instruct or associate with children. (Education Code 44839, 44839.5)

Mental Examination for Certificated Employees

Note: Education Code 44942 specifies a process to be followed to suspend or transfer a certificated employee based on the Board's reasonable belief that the employee is suffering from a mental illness that renders him/her incompetent to perform the duties of the position. As part of this process, Education Code 44942 requires the Board to give the employee a statement of charges, allow the employee to appear before the Board to refute the charges, and offer the employee, at district expense, the opportunity to be examined by a panel of psychiatrists or psychologists. Note that the Americans with Disabilities Act may apply in cases of mental illness. See AR 4032 - Reasonable Accommodation. The district should consult legal counsel as appropriate.

A certificated employee may be suspended or transferred to other duties if the Board has reasonable cause to believe that the employee is suffering from mental illness of such a degree as to render him/her incompetent to perform his/her duties. In such a case, the district shall follow the process specified in Education Code 44942 and the district's collective bargaining agreement, including the opportunity for the employee to be examined by a panel of psychiatrists or psychologists.

(cf. 4032 - Reasonable Accommodation)

(cf. 4118 - Suspension/Disciplinary Action)

Legal Reference: (see next page)

HEALTH EXAMINATIONS (continued)

Legal Reference:

EDUCATION CODE

44839 Medical certificate; periodic medical examination

44839.5 Requirements for employment of retirant

44932 Grounds for dismissal of permanent employee

44942 Suspension or transfer of certificated employee on ground of mental illness

45122 Physical examinations

49406 Examination for tuberculosis

BUSINESS AND PROFESSIONS CODE

2700-2838 Nurses

3500-3503.5 Physician assistants

CODE OF REGULATIONS, TITLE 5

5502 Filing of notice of physical examination for employment of retired persons

5503 Physical examination for employment of retired persons

5504 Medical certification procedures

COURT DECISIONS

Leonel v. American Airlines, Inc., (2005) 400 F.3d 702

Raven v. Oakland Unified School District, (1989) 213 Cal.App.3d 1347

Management Resources:

WEB SITES

California Department of Public Health: <http://www.cdph.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Public Health Institute: <http://www.phi.org>

U.S. Food and Drug Administration: <http://www.fda.gov>

Administrative Regulation

Health Examinations

AR 4112.4

Personnel

Tuberculosis Tests

No applicant shall be initially employed in a classified or certificated position unless he/she has submitted to an intradermal or other tuberculin test licensed by the Food and Drug Administration within the past 60 days and, if that test was positive, has subsequently obtained an X-ray of the lungs. The applicant shall submit to the district a certificate signed by the examining licensed physician indicating that he/she is free of active tuberculosis. (Education Code 49406; 5 CCR 5503)

The cost of the pre-employment tuberculosis examination shall be paid by the applicant.

An applicant who was previously employed in another California school district may fulfill the tuberculosis examination requirement by either producing a certificate showing that he/she was examined within the last four years and found to be free of active tuberculosis or by having his/her previous school district employer verify that it has on file a certificate which contains that evidence. (Education Code 49406)

Once hired by the district, employees who test negative on the initial intradermal or other tuberculin test shall undergo a tuberculosis examination at least once every four years, or more often if so directed by the Governing Board upon recommendation of the county health officer, for as long as the employee's test remains negative. An employee with a documented positive test for tuberculosis infection shall no longer be required to submit to the examination and shall be referred to the county health officer within 30 days of the examination to determine the need for follow-up care. (Education Code 49406)

Tuberculosis tests for employees shall be provided by the district or at district expense. (Education Code 44839, 45122, 49406)

If an employee's religious belief prevents him/her from undergoing a tuberculosis examination, the employee shall file an affidavit stating that he/she adheres to the faith or teachings of a well-recognized religious sect, denomination, or organization and, in accordance with its creed, tenets, or principles, depends for healing upon prayer in the practice of religion and that to the best of his/her knowledge or belief he/she is free from active tuberculosis. In order to exempt the individual, the Board shall determine by resolution, after a hearing, that the health of students would not be jeopardized. (Education Code 49406)

The Superintendent or designee may exempt from the tuberculosis testing requirement

classified employees who are employed for less than a school year if their functions do not require frequent or prolonged contact with students. (Education Code 49406)

The Superintendent or designee may exempt a pregnant employee from the requirement that a positive tuberculin test be followed by an X-ray of the lungs, for a period not to exceed 60 days following termination of the pregnancy. (Education Code 49406)

Medical Certification for Communicable Diseases for Certificated Employees

When a new employee in a position requiring certification has not previously been employed in such a position in California or a retirant has not previously been employed as a retirant, he/she shall have a medical certificate on file with the district stating that he/she is free from any disabling disease which would render him/her unfit to instruct or associate with children. The certificate shall be completed by a licensed physician and returned to the district by the physician. The medical examination referred to in the certificate must have been conducted within six months of the time when the certificate is filed. (Education Code 44839, 44839.5; 5 CCR 5503)

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

Applicants and retirants shall pay for the cost of obtaining the medical certification. (Education Code 44849, 44839.5)

The Board may require a certificated employee or retirant to undergo a periodic medical examination by a physician to determine that the employee is free from any communicable disease making him/her unfit to instruct or associate with children. This periodic medical examination shall be at district expense. (Education Code 44839, 44839.5)

Mental Examination for Certificated Employees

A certificated employee may be suspended or transferred to other duties if the Board has reasonable cause to believe that the employee is suffering from mental illness of such a degree as to render him/her incompetent to perform his/her duties. In such a case, the district shall follow the process specified in Education Code 44942 and the district's collective bargaining agreement, including the opportunity for the employee to be examined by a panel of psychiatrists or psychologists.

(cf. 4032 - Reasonable Accommodation)
(cf. 4118 - Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

44839 Medical certificate; periodic medical examination

44839.5 Requirements for employment of retirant

44932 Grounds for dismissal of permanent employee
44942 Suspension or transfer of certificated employee on ground of mental illness,
psychiatric examination; mandatory sick leave
45122 Physical examinations
49406 Examination for tuberculosis
CODE OF REGULATIONS, TITLE 5
5502 Filing of notice of physical examination for employment of retired persons
5503 Physical examination for employment of retired persons
5504 Medical certification procedures
COURT DECISIONS
Raven v. Oakland Unified School District (1989) 213 Cal.App.3d 1347

Management Resources:

WEB SITES

California Department of Public Health: <http://www.cdph.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Public Health Institute: <http://www.phi.org>

U.S. Food and Drug Administration: <http://www.fda.gov>

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: February 20, 2008 Antelope, California

PRERETIREMENT PART-TIME EMPLOYMENT

Note: Education Code 22713 and 44922 authorize the Governing Board to adopt regulations that allow certificated employees, who are members of the defined benefit program of the California State Teachers' Retirement System, to reduce their workload from full time to part time while still receiving the service credit they would have received as full-time employees and having their retirement allowance and other benefits be based on their final compensation calculated as if employed on a full-time basis. If the district chooses to allow employees to reduce their workload in this manner, then Education Code 22713 and 44922 mandate that the district's regulation include at least the conditions specified in items #1-8 below.

On a case-by-case basis, the Superintendent or designee may allow a certificated employee to reduce his/her workload from full time to part time when doing so does not disrupt the educational program and is in the best interests of the district.

A certificated employee who is a member of the defined benefit program of the California State Teachers' Retirement System (STRS) and who reduces his/her workload to part time may maintain the retirement and health and welfare benefits that he/she would have received if employed on a full-time basis under the following conditions: (Education Code 22713, 44922)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

1. The option to reduce the employee's workload shall be exercised at the request of the employee and can be revoked only with the mutual consent of the Superintendent or designee and the employee. The agreement to reduce the workload shall be in effect at the beginning of the school year.

Note: SB 634 (Ch. 304, Statutes of 2009) amended Education Code 22713 to clarify requirements pertaining to the number of years of prior full-time service. as provided below.

2. Prior to the reduction in workload, the employee shall have performed creditable service on a full-time basis for a minimum of 10 years, of which the immediately preceding five years were full-time employment.

Note: SB 634 (Ch. 304, Statutes of 2009) amended Education Code 22713 to specify that certain absences "from full-time employment" shall not constitute a break in service for the purposes specified below.

3. The employee shall not have had a break in service during the five years immediately preceding the reduction in workload. Sabbaticals, other approved leaves of absence, and unpaid absences for personal reasons from full-time employment shall not constitute a break in service. However, the period of time during which a member is retired shall constitute a break in service and an employee who reinstates from retirement shall be required to be employed in creditable service on a full-time basis for at least five school years preceding the workload reduction.

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

PRERETIREMENT PART-TIME EMPLOYMENT (continued)

4. The employee shall have reached the age of 55 years prior to the workload reduction.
5. The employee shall not hold a position with a salary above that of a school principal.

Note: Pursuant to Education Code 22713 and 44922, the district's regulation may specify a limitation, not to exceed 10 years, as to how long an employee may reduce his/her workload. The district may modify item #6 below to reflect its specific limitation.

6. The period of the reduced workload shall not exceed 10 years.
7. The reduced workload shall be equal to at least one-half of the full-time equivalent required by the employee's contract of employment in accordance with Education Code 22138.5 during his/her final year of full-time employment.
8. The employee shall be paid compensation that is the pro rata share of the compensation the employee would have earned had he/she not opted to reduce his/her workload.

Prior to the reduction of an employee's workload, the Superintendent or designee shall verify the employee's eligibility in conjunction with the administrative staff of STRS and/or the Public Employees' Retirement System. (Education Code 22713)

The Superintendent or designee shall maintain the necessary records to separately identify each employee who participates in the reduced workload program. (Education Code 22713)

Legal Reference:

EDUCATION CODE

22119.5 Creditable service, definition

22138.5 Full-time, definition

22713 Part-time employment; reduction of workload from full-time; credit

44922 Regulations; reduction to part-time employment

GOVERNMENT CODE

21110-21120 Reduced workload, partial service retirement under PERS

53201 Health and welfare benefits: election by officers and employees

Management Resources:

WEB SITES

California Public Employees' Retirement System: <http://www.calpers.ca.gov>

California State Teachers' Retirement System: <http://www.calstrs.com>

Administrative Regulation

Preretirement Part-Time Employment

AR 4117.11

Personnel

A certificated employee may be allowed to reduce his/her workload from full-time to part-time and receive the service credit that he/she would have received if employed on a full-time basis under the following conditions: (Education Code 22713)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

1. The option to reduce the employee's workload shall be exercised at the request of the employee and can be revoked only with the mutual consent of the Superintendent or designee and the employee. The agreement to reduce the workload shall be in effect at the beginning of the school year.

2. The employee shall have been employed full-time to perform creditable service for a minimum of 10 years, including five years of credited service for full-time employment, immediately preceding the reduction in workload.

3. The employee shall not have had a break in service during the five years immediately preceding the reduction in workload. Sabbaticals, other approved leaves of absence, and unpaid absences for personal reasons shall not constitute a break in service. However, the period of time during which a member is retired shall constitute a break in service and an employee who reinstates from retirement shall be required to be employed on a full-time basis for at least five years preceding the workload reduction.

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

4. The employee shall have reached the age of 55 years prior to the workload reduction.

5. The period of the reduced workload shall not exceed 10 years.

6. The reduced workload shall be equal to at least one-half of the full-time equivalent required by the employee's contract of employment in accordance with Education Code 22138.5 during his/her final year of full-time employment.

7. The employee shall be paid a compensation that is the pro rata share of the compensation the he/she would have earned had the he/she not opted to reduce his/her workload.

8. The employee's retirement allowance, as well as other benefits to which he/she is

entitled, shall be based upon the compensation that he/she would have received if employed on a full-time basis.

The Superintendent or designee shall verify the employee's eligibility prior to the reduction of an employee's workload. This shall be done in conjunction with the administrative staff of the State Teachers' Retirement System and Public Employees' Retirement System, in accordance with law. (Education Code 22713)

The Superintendent or designee shall maintain the necessary records to separately identify each employee who participates in the reduced workload program. (Education Code 22713)

Legal Reference:

EDUCATION CODE

22119.5 Creditable service, definition

22138.5 Full-time, definition

22713 Part-time employment; reduction of workload from full-time; credit

44922 Regulations; reduction to part-time employment

GOVERNMENT CODE

20815 Part-time employee; retirement with benefits based upon salary on full-time basis

53201 Health and welfare benefits: election by officers and employees

Management Resources:

WEB SITES

California Public Employees' Retirement System: <http://www.calpers.ca.gov>

California State Teachers' Retirement System: <http://www.calstrs.com>

Regulation **CENTER UNIFIED SCHOOL DISTRICT**
approved: February 20, 2008 Antelope, California

POSTRETIREMENT EMPLOYMENT

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

Note: The following administrative regulation is optional.

The Governing Board may hire retired certificated individuals who possess unique knowledge and experience to perform specialized work of a limited duration.

Note: Pursuant to Education Code 24214, 24216.5, and 24216.6, retired members of the State Teachers' Retirement System (STRS) may be hired to perform work that would normally accrue service credit in STRS. Pursuant to Education Code 24214, such retired individuals are allowed to receive compensation for their service without reduction in their retirement allowance, as long as the compensation does not exceed a compensation limit computed and adjusted annually by STRS.

Any retired certificated individual who is a member of the defined benefit program of the State Teachers' Retirement System (STRS) and who is hired by the district to perform services pursuant to this administrative regulation shall not make contributions to the retirement fund or accrue service credit based on compensation earned from that service. (Education Code 24214)

Any retired individual hired under this administrative regulation shall be paid at a rate commensurate with that of other district employees performing comparable duties. (Education Code 24214)

Note: AB 506 (Ch. 306, Statutes of 2009) added Education Code 24214.5 which prohibits any STRS member who retires below the normal retirement age (i.e., age 60) from receiving compensation for any STRS-related service for six months after he/she retires from service.

Beginning July 1, 2010, any certificated individual who is a member of STRS and who retires from service below normal retirement age shall not be hired for service pursuant to this administrative regulation for at least six calendar months after his/her retirement from service. (Education Code 24214.5)

Postretirement Compensation Limitation

Note: Although Education Code 22461 requires the district to notify retired individuals of the postretirement compensation limitation, the district is not liable for any amount paid in excess of the limitation or for failing to inform the retired individual that continuation of service would exceed the limitation.

POSTRETIREMENT EMPLOYMENT (continued)

Upon retaining the services of a retired individual as a district employee, employee of a third party, or an independent contractor, the Superintendent or designee shall: (Education Code 22461, 24214)

1. Advise the retired individual of the postretirement compensation limitation set forth in Education Code 24116, 24214, and 24215
2. Maintain accurate records of the retired individual's compensation and report the compensation to STRS and the individual monthly regardless of the method of payment or the fund from which the payments are made

Note: Education Code 24216, 24216.5, and 24216.6 require districts to submit documentation to STRS to substantiate the eligibility of any retired individual for exemption before the exemption can be granted. AB 506 (Ch. 306, Statutes of 2009) amended all of these provisions to provide a time limit for submission of the documents to STRS.

When employing a retired individual eligible for any of the exemptions from the postretirement compensation limitation stated below, the Superintendent or designee shall submit to STRS, no later than June 30 of the school year for which the exemption is to apply, all required documentation to substantiate eligibility for the exemption. (Education Code 24216, 24216.5, 24216.6)

Exemption for Providing Specified Instructional Services

Note: Education Code 24216.5 and 24216.6 list circumstances under which a retired individual may be exempt from the postretirement compensation limitation. AB 506 (Ch. 306, Statutes of 2009) amended Education Code 24216.5 to apply the exemption to individuals who retired on or before January 1, 2009, and to extend the exemption until June 30, 2012, unless subsequent legislation is enacted.

Until June 30, 2012, any retired certificated individual employed by the district shall be exempt from the compensation limitation for members of STRS provided that he/she retired from service with an effective date on or before January 1, 2009, and is employed to provide any of the following services: (Education Code 24216.5, 24216.6)

1. Direct classroom instruction to students in grades K-12
2. Support and assessment for new teachers through the Beginning Teacher Support and Assessment program pursuant to Education Code 44279.1-44279.7

(cf. 4131.1 - Beginning Teacher Support/Induction)

3. Support to individuals completing student teaching assignments

POSTRETIREMENT EMPLOYMENT (continued)

Note: Although Education Code 24216.5 authorizes an exemption for retired individuals providing support to participants in the pre-internship program pursuant to Education Code 44305-44308, item #4 below does not reflect that exemption since those sections of the Education Code have been repealed. It is likely that clean-up legislation will be pursued at a later date.

4. Support to individuals participating in an alternative certification program (Education Code 44380-44386) or a school paraprofessional teacher training program (Education Code 44390-44393)

(cf. 4112.21 - Interns)

(cf. 4222 - Teacher Aides/Paraprofessionals)

5. Instruction and student services to students enrolled in special education programs pursuant to Education Code 56000-56885

(cf. 4112.23 - Special Education Staff)

6. Instruction to students enrolled in English language learner programs pursuant to Education Code 400-410 and 430-446

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

7. Direct remedial instruction to students in grades 2-12 for the programs specified in Education Code 37252 and 37252.2

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6179 - Supplemental Instruction)

Retired individuals who are exempt from the limitation on compensation shall be treated as part of a distinct class of temporary employees within the existing bargaining unit whose service may not be included in computing the service required as a prerequisite to attainment of or eligibility for classification as a permanent employee of the district. (Education Code 24216.5, 24216.6)

The compensation for the class of retired individuals shall be agreed to in the collective bargaining agreement between the district and the exclusive representative for the bargaining unit. (Education Code 24216.5, 24216.6)

Exemption for Appointment as Trustee/Administrator or for Emergency Situations

A retired certificated individual shall be exempt from the postretirement compensation limitation for a maximum period of 24 consecutive months if he/she is appointed by the

POSTRETIREMENT EMPLOYMENT (continued)

Superintendent of Public Instruction as a trustee or administrator pursuant to Education Code 41320.1, appointed as a trustee pursuant to the Immediate Intervention/Underperforming Schools Program or the High Priority Schools Grant Program, or assigned to a position by the County Superintendent of Schools pursuant to Education Code 42122-42129. (Education Code 24216)

(cf. 0520.1 - High Priority Schools Grant Program)

Note: AB 506 (Ch. 306, Statutes of 2009) amended Education Code 24216 to extend the following exemption until June 30, 2012, unless subsequent legislation is enacted.

Until June 30, 2012, a retired individual shall be exempt from the postretirement compensation limitation up to an additional one-half of the full-time position when employed in an emergency situation to fill a vacant administrative position requiring highly specialized skills, provided that all of the following conditions are met: (Education Code 24216)

1. The vacancy occurred due to circumstances beyond the district's control.
2. The recruitment process to fill the vacancy on a permanent basis is expected to extend over several months.
3. The employment is reported in a public meeting of the Board.

(cf. 9320 - Meetings and Notices)

Note: AB 506 (Ch. 306, Statutes of 2009) amended Education Code 24216 to prohibit an exemption to a retired individual hired in an emergency situation to fill the vacancy that his/her retirement created.

4. The retired individual's termination of employment with the district is not the basis for the vacant administrative position.

The above exemptions shall not apply to any individual who has received additional retirement service credit pursuant to Education Code 22715 or 22716. A retiree who has received an additional service credit pursuant to Education Code 22714 or 22714.5 shall be ineligible for the above exemptions for one year from his/her effective date of retirement for service performed in any California district, community college district, or county office of education. (Education Code 24216)

(cf. 4117.13/4317.13 - Early Retirement Option)

Retirement consultancy contracts are renewable annually for up to five years or until the employee reaches age 65, whichever comes first. (Education Code 35046)

POSTRETIREMENT EMPLOYMENT (continued)

Consultancy Contracts

A retired certificated employee serving as a consultant shall be retained as an employee and his/her service shall be limited in accordance with retirement system rules and regulations. (Education Code 35046)

To be eligible for consideration for a consultancy contract, a retired certificated employee must have served the district or the County Superintendent for at least 10 years and be at least 55 years of age. (Education Code 35046)

Legal Reference:

EDUCATION CODE

400-410 English language acquisition program
430-446 English Learner and Immigrant Student Federal Conformity Act
22119.5 Creditable service, definition
22461 Notice of earnings limitation
22714 Encouragement of retirement
22714.5 2+2 service and year credit option under STRS
22715 Additional service credit
22716 Unpaid services
24116 Service at California State University
24214 Creditable service by retiree
24214.5 Postretirement compensation limit; members below normal retirement age
24215 Service at California State University
24216 Payments to retirants in excess of limitation
24216.5 Exemption from earnings limitation
24216.6 Exemption from earnings limitation
35046 Consultancy contracts
37252-37254.1 Supplemental instruction
41320.1 Appointment of trustee
42120-42129 Budget completion
44279.1-44279.7 Beginning Teacher Support and Assessment Program
44380-44386 Alternative certification program
44390-44393 School paraprofessional teacher training program
44830 Employment of certificated employees
44830.3 Employment of district interns
44929 Service credit under STRS; additional two years
44929.1 2+2 service and year credit option under STRS
52053-52055.55 Immediate Intervention/Underperforming Schools Program
52055.600-52055.662 High Priority Schools Grant Program
56000-56885 Special education

Management Resources:

WEB SITES

California State Teachers' Retirement System: <http://www.calstrs.com>

Administrative Regulation

Postretirement Employment

AR 4117.14 4217.14

Personnel

The Superintendent or designee may utilize retired certificated individuals who possess unique knowledge and experience to perform specialized work of a limited duration.

A retired certificated individual who is a member of the State Teachers' Retirement System (STRS) and retained by the district to perform services pursuant to this administrative regulation shall not make contributions to the retirement fund or accrue service credit based on compensation earned from service. (Education Code 24214)

Postretirement Compensation Limitation

A retired individual retained under this program shall be paid at a rate commensurate with that of other employees performing comparable duties. The retired individual may earn compensation for creditable service up to the compensation limitation specified by law. This limit applies only to earnings for service that would be creditable for STRS purposes if performed by a current employee. (Education Code 22119.5, 24214, 35046)

Upon retaining the services of a retired individual as a district employee, employee of a third party, or an independent contractor, the Superintendent or designee shall:
(Education Code 22461, 24214)

1. Advise the retired individual of the postretirement compensation limitation set forth in Education Code 24116, 24214, and 24215
2. Maintain accurate records of the retired individual's compensation and report the compensation monthly to STRS and the individual regardless of the method of payment or the fund from which the payments are made

When retaining a retired individual eligible for any of the exemptions from the postretirement compensation limitation stated below, the Superintendent or designee shall submit to STRS all required documentation to substantiate eligibility for the exemption.
(Education Code 24216)

Exemption for Providing Specified Instructional Services

Until June 20, 2010, any retired certificated individual employed by the district shall be exempt from the compensation limitation for members of STRS provided that he/she retired from service with an effective date on or before January 1, 2007, and is employed to provide any of the following services: (Education Code 24216.5, 24216.6)

1. Direct classroom instruction to students in grades K-12
2. Support and assessment for new teachers through the Beginning Teacher Support and Assessment program pursuant to Education Code 44279.1-44279.7
(cf. 4131.1 - Beginning Teacher Support/Induction)
3. Support to individuals completing student teaching assignments
4. Support to individuals participating in an alternative certification program (Education Code 44380-44386) or a school paraprofessional teacher training program (Education Code 44390-44393)
(cf. 4112.21 - Interns)
(cf. 4222 - Teacher Aides/Paraprofessionals)
5. Instruction and student services to students enrolled in special education programs pursuant to Education Code 56000-56885
(cf. 4112.23 - Special Education Staff)
6. Instruction to students enrolled in English language learner programs pursuant to Education Code 400-410 and 430-446
(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)
7. Direct remedial instruction to students in grades 2-12 for the programs specified in Education Code 37252 and 37252.2
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6179 - Supplemental Instruction)

Retired individuals who are exempt from the limitation on compensation shall be treated as part of a distinct class of temporary employees within the existing bargaining unit whose service may not be included in computing the service required as a prerequisite to attainment of or eligibility for classification as a permanent employee of the district. (Education Code 24216.5, 24216.6)

The compensation for the class of retired individuals shall be agreed to in the collective bargaining agreement between the district and the exclusive representative for the bargaining unit. (Education Code 24216.5, 24216.6)

Exemption for Emergency Situations or Appointment as a Trustee/Administrator

A retired certificated individual shall be exempt from the postretirement compensation

limitation for a maximum period of two years if he/she is appointed by the Superintendent of Public Instruction as a trustee or administrator pursuant to Education Code 41320.1, appointed as a trustee pursuant to the Immediate Intervention/Underperforming Schools Program or the High Priority Schools Grant Program, or assigned to a position by the County Superintendent of Schools pursuant to Education Code 42122-42129. (Education Code 24216)

(cf. 0520.1 - High Priority Schools Grant Program)

Until June 30, 2010, a retired individual shall be exempt from the postretirement compensation limitation up to an additional one-half of the full-time position when employed in an emergency situation to fill a vacant administrative position requiring highly specialized skills, provided that all of the following conditions are met: (Education Code 24216)

1. The vacancy occurred due to circumstances beyond the district's control.
2. The recruitment process to fill the vacancy on a permanent basis is expected to extend over several months.
3. The employment is reported in a public meeting of the Governing Board.

(cf. 9320 - Meetings and Notices)

The above exemptions shall not apply to any individual who has received additional retirement service credit pursuant to Education Code 22715 or 22716. A retiree who has received an additional service credit pursuant to Education Code 22714 or 22714.5 shall be ineligible for the above exemptions for one year from his/her effective date of retirement for service performed in any California district, community college district, or county office of education. (Education Code 24216)

(cf. 4117.13/4317.13 - Early Retirement Option)

Consultancy Contracts

A retired certificated employee serving as a consultant shall be retained as an employee and his/her service shall be limited in accordance with retirement system rules and regulations. (Education Code 35046)

To be eligible for consideration for a consultancy contract, a retired certificated employee must have served the district or the County Superintendent for at least 10 years and be at least 55 years of age. (Education Code 35046)

Retirement consultancy contracts are renewable annually for up to five years or until the employee reaches age 65, whichever comes first. (Education Code 35046)

Legal Reference:

EDUCATION CODE

400-410 English language acquisition program
430-446 English Learner and Immigrant Student Federal Conformity Act
22119.5 Creditable service, definition
22461 Notice of earnings limitation
22714 Encouragement of retirement
22714.5 2+2 service and year credit option under STRS
22715 Additional service credit
22716 Unpaid services
24116 Service at California State University
24214 Creditable service by retiree
24215 Service at California State University
24216 Payments to retirants in excess of limitation
24216.5 Exemption from earnings limitation
24216.6 Exemption from earnings limitation
35046 Consultancy contracts
37252-37254.1 Supplemental instruction
41320.1 Appointment of trustee
42120-42129 Budget completion
44279.1-44279.7 Beginning Teacher Support and Assessment Program
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52053-52055.55 Immediate Intervention/Underperforming Schools Program
52055.600-52055.662 High Priority Schools Grant Program
56000-56885 Special education

Management Resources:

WEB SITES

California State Teachers' Retirement System: <http://www.calstrs.com>

Regulation CENTER UNIFIED SCHOOL DISTRICT

approved: April 1, 2009 Antelope, California

WORK PERMITS

Note: Education Code 49160 requires all minors to obtain a work permit in order to accept employment. Labor Code 1286 defines "minors" as persons under the age of 18 years who are subject to the state's compulsory attendance laws. Once a minor is no longer subject to compulsory attendance pursuant to Education Code 49101 (e.g., is age 18, has graduated from high school, or has received a certificate of proficiency), he/she is not required to obtain a work permit.

Before accepting employment, a student under the age of 18 who is subject to the state's compulsory attendance law, including students who have not yet graduated from high school or have not received a certificate of proficiency, shall obtain a work permit.

(cf. 5112.1 - Exemptions from Attendance)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Note: State and federal labor laws generally require that minors be at least age 14 to be employed, although Education Code 49111 authorizes the issuance of a work permit to a minor who is at least age 12 for periods when school is not in session.

The district may issue a permit authorizing employment while school is in session, including employment connected with a work experience education program pursuant to Education Code 51760-51769.5, to a minor student age 14-17. The district also may issue a permit to any minor age 12-17 to be employed during a regular school holiday, during a regular or specified occasional public school vacation, and when the student is exempt from compulsory school attendance because he/she arrived from another state within 10 days before the end of the school term pursuant to Education Code 48231. (Education Code 49111, 49113, 49160)

(cf. 6178.1 - Work Experience Education)

If a minor has obtained an offer of employment in the entertainment industry, he/she shall request a work permit from the California Department of Industrial Relations, Division of Labor Standards Enforcement, pursuant to Labor Code 1308.5 and 8 CCR 11752-11753.

Note: The following paragraph reflects exemptions cited in the California Department of Education's (CDE) Work Permit Handbook for California Schools and the Department of Industrial Relations' (DIR) Child Labor Laws.

A student shall not be required to obtain a work permit if he/she is self-employed; is working at odd jobs such as yard work and babysitting in private homes where he/she is not regularly employed; is a self-employed news carrier delivering newspapers to consumers on a regular route; is employed by his/her parent/guardian in domestic labor on or in connection with premises the parent/guardian owns, operates, or controls; or is otherwise exempted by law.

WORK PERMITS (continued)

Persons Authorized to Issue Work Permits

Note: Education Code 49110 specifies persons authorized to issue work permits in the district, including the Superintendent, a designated employee holding a services credential with a specialization in pupil personnel services, a certificated work experience education teacher or coordinator, and, as amended by AB 66 (Ch. 214, Statutes of 2009), a principal or other school administrator designated by the principal. Pursuant to Education Code 49110, if the district does not employ or contract with a person holding a services credential with a specialization in pupil personnel services or a certificated work experience education teacher or coordinator, the Superintendent may provide written authorization for a person without such qualifications to issue work permits when the Superintendent is absent from the district. Education Code 49110 also authorizes a charter school chief executive officer or designee, the County Superintendent of Schools or designee, or private school principal or designee to issue a work permit.

Items #1-3 below may be revised to specify the position(s) of the employee(s) responsible for issuing work permits in the district.

The following individuals are authorized to issue a work permit to a minor student in the district: (Education Code 49110)

1. The Superintendent
2. An employee holding a services credential with a specialization in pupil personnel services or a certificated work experience education teacher or coordinator, when authorized by the Superintendent in writing
3. A principal, or another school administrator designated by the principal, provided that he/she:
 - a. Provides a self-certification that he/she understands the requirements of law for issuing a work permit
 - b. Does not issue a work permit to his/her own child

If the person designated to issue work permits is not available and delay in issuing a permit would jeopardize a student's ability to secure work, the Superintendent may authorize another person to issue the permit. (Education Code 49110)

Approval Process

The student's parent/guardian, foster parent, caregiver with whom the student resides, or residential shelter services provider shall file a written request for a work permit. (Education Code 49110)

WORK PERMITS (continued)

Note: The request for a permit must be submitted to the district on a form approved by the CDE pursuant to Education Code 49162-49163 (CDE Form B1-1, "Statement of Intent to Employ Minor and Request for Work Permit").

The request for a work permit shall be submitted to the Superintendent or designee on a form approved by the California Department of Education (CDE). The Superintendent or designee shall have discretion to determine whether or not to issue the work permit.

Note: The following **optional** paragraph should be revised to reflect any criteria established by the Governing Board for the issuance of work permits; see the accompanying Board policy.

In determining whether to approve a work permit, the Superintendent or designee shall verify the student's date of birth, the type of work permit to be issued, and whether the student meets any other criteria established by the Governing Board. The Superintendent or designee may inspect the student's records and/or may confer with at least one of the student's teachers for evidence of satisfactory grades and school attendance and to determine whether the student possesses the motivation and maturity to maintain academic progress while working.

(cf. 5121 - Grades/Evaluation of Student Achievement)

Minors shall not be approved to work in environments declared hazardous or dangerous for young workers or otherwise prohibited by child labor laws. (Labor Code 1290-1298; 29 CFR 570.33, 570.50-570.72)

Note: State and federal regulations pertaining to work hours are summarized on the reverse side of the CDE's "Statement of Intent to Employ Minor and Request for Work Permit" and in the DIR's Child Labor Laws. The following paragraph reflects legal requirements establishing maximum work hours for minors, but may be revised to reflect any more restrictive work hours established by Board policy.

AB 66 (Ch. 214, Statutes of 2009) amended Education Code 49110 to clarify that the hour limitations that apply to a work permit issued by the district must be based on the school calendar of the school that the student attends.

The Superintendent or designee shall ensure that the requested work hours do not exceed the maximum work hours specified in law based on the student's age and whether the employment will occur while school is in session and/or not in session. (Education Code 49111, 49112, 49116; Labor Code 1391-1391.1; 29 CFR 570.35)

Note: Pursuant to Education Code 49130-49131, the district may issue a work permit authorizing full-time employment while school is in session to a student age 14-17. However, for students age 14-15, Education Code 49130 specifies narrow circumstances under which the student may be issued a permit for full-time employment.

Full-time employment may be authorized for students age 14-17 only in accordance with Education Code 49130-49135.

(cf. 6184 - Continuation Education)

WORK PERMITS (continued)

Note: The district is responsible for printing the permits required for the employment of minors, which must contain the information provided on the CDE's "Permit to Employ and Work" (CDE Form B1-4).

All work permits shall be issued in a format approved and authorized by the CDE. (Education Code 49117)

Note: The following two paragraphs reflect information provided in the CDE's Work Permit Handbook for California Schools.

Each permit shall authorize work for a specific employer. Whenever a student changes employers, he/she shall request a new permit.

The student may be issued more than one work permit if he/she works concurrently for more than one employer, provided that the total number of hours worked does not exceed the total number of hours allowed by law and the district.

Note: The following optional paragraph is for use by districts that allow principals or their designees to issue work permits; see item #3 in the section "Persons Authorized to Issue Work Permits" above. As amended by AB 66 (Ch. 214, Statutes of 2009), Education Code 49110 establishes the following requirement for principals or designees authorized to issue work permits.

Whenever a work permit is issued by a principal or other designated school administrator, the principal or designee shall submit to the Superintendent a copy of each work permit he/she issues, along with a copy of the application. (Education Code 49110)

The Superintendent or designee shall periodically inspect the grades and attendance records of students granted work permits to ensure maintenance of academic progress and any additional criteria established in Board policy.

Expiration of Work Permits

Work permits issued during the school year shall expire five days after the opening of the next succeeding school year. (Education Code 49118)

Note: The following optional paragraph may be revised to reflect district practice, including establishing a time period for submitting a renewal request before the permit expires.

Before the work permit expires, a student may apply for a renewed work permit in accordance with the procedures specified in the section "Approval Process" above.

WORK PERMITS (continued)

Revocation of Work Permits

The Superintendent or designee shall revoke a student's work permit whenever he/she determines that employment is interfering with the student's education, that any provision or condition of the permit is being violated, or that the student is performing work in violation of law. (Education Code 49116, 49164)

Note: Education Code 49110, as amended by AB 66 (Ch. 214, Statutes of 2009), provides that the Superintendent may revoke a work permit issued by a principal or designee under the circumstances described below.

The Superintendent may revoke a work permit issued by a principal of a public or private school located within the district if the Superintendent becomes aware of any grounds upon which the student may be deemed ineligible for a work permit under law. (Education Code 49110)

Retention of Records

Note: According to the CDE, a work permit is a "continuing record" which shall not be destroyed until the fourth year after it has been classified as Class 3 - Disposable Record pursuant to 5 CCR 16026. See AR 3580 - District Records for further information about the classification and disposal of records.

The Superintendent or designee shall retain a copy of the work permit application and the work permit until the end of the fourth year after the work permit was issued. (5 CCR 16026)

(cf. 3580 - District Records)

(cf. 5125 - Student Records)

Administrative Regulation

Work Permits

AR 5113.2

Students

Before accepting employment, a student under the age of 18 who is subject to the state's compulsory attendance law, including students who have not yet graduated from high school or have not passed the High School Proficiency Examination, shall obtain a work permit.

(cf. 5112.1 - Exemptions from Attendance)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

The Superintendent or designee may issue a permit authorizing employment while school is in session, including employment connected with a work experience education program pursuant to Education Code 51760-51769.5, to a minor student between the ages of 14 and 18. The Superintendent or designee also may issue a permit to any minor between the ages of 12 and 18 to be employed during a regular school holiday, during a regular or specified occasional public school vacation, and when the student is exempt from compulsory school attendance because he/she arrived from another state within 10 days before the end of the school term pursuant to Education Code 48231. (Education Code 49111, 49113, 49160)

(cf. 6178.1 - Work Experience Education)

If a minor has obtained an offer of employment in the entertainment industry, he/she shall request a work permit from the California Department of Industrial Relations, Division of Labor Standards Enforcement, pursuant to Labor Code 1308.5 and 8 CCR 11752-11753.

A student shall not be required to obtain a permit to work at odd jobs such as yard work and baby-sitting in private homes where the student is not regularly employed; at a public school or other governmental agency; in connection with volunteer work; when self-employed; when age 14 or older and working as a newscarrier; or when otherwise exempted by law.

Approval of Work Permits

The Superintendent may, in writing, delegate the authority to issue work permits to an employee holding a services credential with a specialization in pupil personnel services or to a certificated work experience education teacher or coordinator. If the designee is not available, and delay in issuing a permit would jeopardize a student's ability to secure work, the Superintendent may authorize another person to issue the permit. (Education

Code 49110)

No work permit shall be issued until the student's parent/guardian, foster parent, caregiver with whom the student resides, or residential shelter services provider has filed a written request with the district. (Education Code 49110)

The request form shall be completed by the student, employer, and, unless the student is an emancipated minor, the parent/guardian. The form shall be submitted to the Superintendent or designee, who shall have discretion to determine whether or not to issue the work permit.

In determining whether to approve a work permit, the Superintendent or designee shall verify the student's date of birth and the type of work permit to be issued and determine whether the student meets any other minimum criteria established by the Governing Board. The Superintendent or designee may inspect the student's records and/or may confer with at least one of the student's teachers for evidence of satisfactory grades and school attendance and to determine whether the student possesses the motivation and maturity to maintain academic progress while working.

(cf. 5121 - Grades/Evaluation of Student Achievement)

Minors shall not be approved to work in environments declared hazardous or dangerous for young workers or otherwise prohibited by child labor laws. (Labor Code 1290-1298; 29 CFR 570.33, 570.50-570.72)

The Superintendent or designee shall ensure that the requested work hours do not exceed the maximum work hours specified in law based on the student's age and whether the employment will be while school is in session and/or not in session. (Education Code 49111, 49112, 49116; Labor Code 1391-1391.1; 29 CFR 570.35)

Full-time employment may be authorized for students between the ages of 14 and 18 only in accordance with Education Code 49130-49135.

(cf. 6184 - Continuation Education)

All work permits shall be issued on a form approved and authorized by the Superintendent of Public Instruction. (Education Code 49117)

Each permit shall authorize work for a specific employer. Whenever a student changes employers, he/she shall request a new permit.

The student may be issued more than one work permit if he/she works concurrently for more than one employer, provided that the total number of hours worked does not exceed the total number of hours allowed by law and the district.

After issuing a work permit, the Superintendent or designee shall periodically inspect the

student's grades and attendance records to ensure maintenance of academic progress and any additional criteria established in Board policy.

Revocation/Expiration of Work Permits

The Superintendent or designee shall revoke a student's work permit whenever he/she determines that employment is interfering with the student's education, that any provision or condition of the permit is being violated, or that the student is performing work in violation of law. (Education Code 49116, 49164)

Work permits issued during the school year shall expire five days after the opening of the next succeeding school year. (Education Code 49118)

After a work permit has expired, a student may apply for a renewed work permit in accordance with the procedures specified in the section "Approval of Work Permits" above.

Retention of Records

The Superintendent or designee shall retain a copy of the work permit application and the work permit until the end of the fourth year after the work permit was issued. (5 CCR 16026)

(cf. 3580 - District Records)

(cf. 5125 - Student Records)

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: June 18, 2008 Antelope, California

INTERDISTRICT ATTENDANCE

Note: The Education Code authorizes two different methods under which a student can attend school in a district other than the district where he/she resides. Under an "interdistrict attendance permit," pursuant to Education Code 46600-46611, a student can attend a different district when both the district of residence and the district of proposed attendance agree (Option 1 below). Under the "school district of choice program," pursuant to Education Code 48300-48316, the Governing Board may declare the district to be a "district of choice" willing to accept a specific number of interdistrict transfers into the district (Option 2 below).

The Governing Board recognizes that students who reside in one district may choose to attend school in another district and that such choices are made for a variety of reasons.

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

(cf. 5116.1 - Intradistrict Open Enrollment)

OPTION 1: Interdistrict Attendance Permits

Note: The following section is for use by districts that accept transfers into the district through interdistrict attendance permits pursuant to Education Code 46600-46611. **Districts selecting this option should also select Option 1 and delete Option 2 in the accompanying administrative regulation.**

Upon request by students' parents/guardians, the Superintendent or designee may approve interdistrict attendance permits with other districts on a case-by-case basis to meet individual student needs.

The interdistrict attendance permit shall not exceed a term of five years and shall stipulate the terms and conditions under which interdistrict attendance shall be permitted or denied. (Education Code 46600)

Note: The following paragraph is optional.

The Superintendent or designee may deny interdistrict attendance permits because of overcrowding within district schools or limited district resources.

~~OPTION 2: School District of Choice Program~~

Note: The following section is for use by districts that elect to participate in the school district of choice program pursuant to Education Code 48300-48316. **Districts that have not elected to participate in this program should delete this section and delete Option 2 in the accompanying administrative regulation.** SB 680 (Ch. 198, Statutes of 2009) reauthorized the program until July 1, 2016 and deleted the requirement that only those districts that had elected to become a school district of choice prior to July 1, 2007 could participate in the program.

INTERDISTRICT ATTENDANCE (continued)

Education Code 48301, as amended by SB 680, authorizes the Board to accept transfers under the district of choice program and to annually determine the number of student transfers that will be accepted into the district. Pursuant to Education Code 48301, students must be selected for admittance using a random, unbiased process that prohibits an evaluation as to whether a student should be enrolled based on his/her academic or athletic performance. As amended by SB 680, Education Code 48301 also requires that, if the number of applicants exceeds the number of students the Board has elected to admit, then approval for student transfers shall be determined by a random drawing held in public at a regularly scheduled Board meeting.

SB 680 further amended Education Code 48301 to require a district of choice, at its expense, to ensure that the annual audit of district funds conducted pursuant to Education Code 41020 include a review of the district's compliance with the requirements in Education Code 48301 regarding a random, unbiased selection process and factually accurate communications to parents/guardians (see the accompanying administrative regulation for details of the communication). A summary of any audit exceptions found by the auditor must be included in the reports identified below. See AR 3460 - Financial Reports and Accountability for requirements pertaining to the annual audit.

~~The Board has designated the district as a "school district of choice" and shall accept students who reside in other California districts but wish to attend a district school. Each year, the Superintendent or designee shall recommend to the Board the number of transfer students that the district will be able to accept and shall identify the schools, grade levels, and programs that will be able to accept these students.~~

~~Upon receiving the Superintendent's report, the Board shall annually determine the number of students who will be accepted for admittance into the district through this program. This number shall be reflected in the minutes of the Board's meeting.~~

~~(cf. 9324 - Minutes and Recordings)~~

~~The Superintendent or designee shall establish a selection process which ensures that students applying through the program are admitted to district schools through a random, unbiased process that prohibits evaluation of whether a student should be enrolled based upon his/her academic or athletic performance. If the number of student applications exceeds the number of transfers the Board has designated for acceptance under the program, the Superintendent or designee shall conduct a random drawing in public at a regularly scheduled Board meeting. (Education Code 48301)~~

Note: In order to maintain the integrity of the random selection process, it is recommended that, when a district accepts students under the school district of choice program, a student not be granted a transfer through another means, such as an interdistrict attendance permit pursuant to Education Code 46600-46611, except when extraordinary circumstances exist. Districts that wish to use both sources of authority should consult legal counsel.

~~Because the district admits students in accordance with the school district of choice program, the Superintendent or designee may admit a student based on an individual interdistrict attendance permit pursuant to Education Code 48300-48316 only in situations of extreme need and upon the request of the district of residence.~~

INTERDISTRICT ATTENDANCE (continued)

Note: Education Code 48313 requires districts of choice to maintain records of applications for admittance under the program, as specified below. As amended by SB 680 (Ch. 198, Statutes of 2009), Education Code 48313 also requires the district to maintain a record of each applying student's district of residence, race, gender, and socio-economic status as well as whether the student is classified as an English learner or student with disabilities.

~~The Superintendent or designee shall maintain a record of requests for admittance under the program that contains all of the following: (Education Code 48313)~~

- ~~1. The number of requests granted, denied, or withdrawn and, for denied requests, the reason for the denial~~
- ~~2. The number of students transferred out of and transferred into the district pursuant to this program~~
- ~~3. The race, ethnicity, gender, self-reported socio-economic status, and the district of residence for each student in item #2 above~~
- ~~4. The number of students in item #2 above who are classified as English learners or students with disabilities~~

Note: As amended by SB 680 (Ch. 198, Statutes of 2009), Education Code 48313 requires that the information recorded in items #1-4 above be reported to the Board each year. Education Code 48314 then requires the district to provide reports to neighboring districts and other entities, as specified below, by May 15 of each year.

~~The Superintendent or designee shall report to the Board, at a regularly scheduled meeting, the information specified in items #1-4 above. By May 15 of each year, the Superintendent or designee shall provide the same information, as well as information regarding the district's status as a school district of choice in the upcoming school year, to each geographically adjacent school district, the county office of education, the California Department of Education, and the Department of Finance. (Education Code 48313)~~

~~The reports to the Board and other agencies shall also include a summary of audit exceptions, if any, resulting from the compliance review of components of the district of choice program conducted as part of the annual district audit. (Education Code 48301, 48313)~~

Transportation

Note: The following optional paragraph is for use by all districts and should be revised to reflect district practice. Districts are not required to provide transportation or transportation assistance to students admitted under an interdistrict attendance permit pursuant to Education Code 46600-46611 or through the school district of choice program pursuant to Education Code 48300-48316.

INTERDISTRICT ATTENDANCE (continued)

~~The district shall not provide transportation outside any school attendance area. However, upon request, the Superintendent or designee may authorize transportation for students living outside an attendance area to and from designated bus stops within the attendance area if space is available. Priority for such transportation shall be based on demonstrated financial need.~~

Limits on Student Transfers out of the District to a School District of Choice

Note: The following optional section is for use by all districts.

Pursuant to Education Code 48307, a district with more than 50,000 ADA may annually limit the number of students transferring out of the district to other districts that have designated themselves as school districts of choice to one percent of its current year estimated ADA. A district with less than 50,000 ADA may limit the number of students transferring out under the program to three percent of its current estimated ADA and may limit the maximum number of such transfers for the duration of the program to 10 percent of the ADA for that period. Because the statute is unclear as to the meaning of "duration of the program," districts with questions should consult legal counsel.

~~The Superintendent or designee may limit the number of student transfers out of the district to a school district of choice based on the percentages of average daily attendance specified in Education Code 48307.~~

Note: As amended by SB 680 (Ch. 198, Statutes of 2009), Education Code 48307 authorizes a district of residence that has a negative status on the most recent budget certification made by the County Superintendent of Schools to limit the number of student transfers out of the district during that fiscal year to other districts that have designated themselves as a "school district of choice." In addition, when a County Superintendent has determined that the district would not meet the state's standards and criteria for fiscal stability for the subsequent fiscal year exclusively as a result of the impact of student transfers under the district of choice program, Education Code 48307 allows the district of residence to limit the number of transfers out of the district. The limitation would be based on the number of additional transfers that the County Superintendent has identified would exclusively result in a qualified or negative fiscal certification. However, Education Code 48307 provides that these limitations do not apply to students who, prior to June 30, 2009, had already transferred out and were already attending a school district of choice or who had received notification from a district of choice of their eligibility to enroll.

~~In addition, transfers out of the district may be limited during a fiscal year when the County Superintendent of Schools has given the district a negative budget certification or when the County Superintendent has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice. (Education Code 48307)~~

~~(cf. 3100 Budget)~~

~~(cf. 3460 Financial Reports and Accountability)~~

Note: Pursuant to Education Code 48301, the district may prohibit a transfer under the school district of choice program if the Board determines that the transfer would negatively impact a court-ordered

INTERDISTRICT ATTENDANCE (continued)

desegregation plan, a voluntary desegregation plan, or the racial and ethnic balance of the district. In Crawford v. Huntington Beach Union High School District, a California appellate court held that a district's intradistrict open enrollment policy, which contained a racial and ethnic balance component as authorized by Education Code 35160.5, was unconstitutional. The court did not consider whether a policy based on a court-ordered or voluntary desegregation plan would be constitutional. According to the court, the constitutional provisions added by Proposition 209 in 1996 prohibit a district from adopting a policy containing different admission criteria on the basis of race.

Subsequent to the court's decision in Crawford, the Legislature approved SB 680 (Ch. 198, Statutes of 2009) and the provisions in Education Code 48301 relative to racial and ethnic balance remain law. However, because legal uncertainty remains, the following paragraph does not reflect those provisions of Education Code 48301. Districts that choose to deny interdistrict transfers on that basis should proceed with caution and consult legal counsel.

The following optional paragraph is for use by districts with either court-ordered or voluntary desegregation plans.

~~The district may deny a transfer of a student out of the district to a school district of choice if the Board determines that the transfer would negatively impact a court ordered or voluntary desegregation plan of the district. (Education Code 48301)~~

*Legal Reference:*EDUCATION CODE

41020 Annual district audits

46600-46611 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

48918 Rules governing expulsion procedures

48980 Notice at beginning of term

52317 Regional Occupational Center/Program, enrollment of students, interdistrict attendance

ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 132 (2004)

84 Ops.Cal.Atty.Gen. 198 (2001)

COURT DECISIONSCrawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275*Management Resources:*WEB SITESCSBA: <http://www.csba.org>California Department of Education: <http://www.cde.ca.gov>

Board Policy

Interdistrict Attendance

BP 5117
Students

The Governing Board recognizes that students who reside in one district may choose to attend school in another district and that such choices are made for a variety of reasons.

(cf. 5116.1 - Intradistrict Open Enrollment)

The Board desires to communicate with parents/guardians and students regarding the district's educational programs and services.

Interdistrict Attendance Permits

Upon request by students' parents/guardians, the Superintendent or designee may approve interdistrict attendance permits with other districts on a case-by-case basis to meet individual student needs.

The interdistrict attendance permit shall not exceed a term of five years and shall stipulate the terms and conditions under which interdistrict attendance shall be permitted or denied. (Education Code 46600)

The Superintendent or designee may deny interdistrict attendance permits because of overcrowding within district schools or limited district resources.

The Board shall annually determine the number of interdistrict transfer students the district will accept for the following school year. The Board shall also identify the schools, grade levels, and programs that will be able to accept these additional students.

Because the district admits students in accordance with the school district of choice program pursuant to Education Code 48300-48315, the Superintendent or designee may admit a student based on an individual interdistrict attendance permit only in situations of extreme need and upon the request of the district of residence.

The Superintendent or designee may deny interdistrict attendance permits because of overcrowding within district schools or limited district resources.

Legal Reference:

EDUCATION CODE

46600-46611 Interdistrict attendance agreements

48204 Residency requirements for school attendance

48300-48315 Student attendance alternatives

48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district

48918 Rules governing expulsion procedures

48980 Notice at beginning of term

52317 ROP, enrollment of students, interdistrict attendance

GOVERNMENT CODE

6250-6270 Public Records Act

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 198 (2001)

87 Ops.Cal.Atty.Gen. 132 (2004)

COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: February 20, 2008 Antelope, California

INTERDISTRICT ATTENDANCE**OPTION 1: Interdistrict Attendance Permits**

Note: Option 1 below is for use by districts that accept transfers into the district based upon interdistrict attendance permits pursuant to Education Code 46600-46611. (See Option 1 in the accompanying Board policy.) **Districts that do not participate in this program should delete this section.** Once an agreement is reached between the districts, the district may grant interdistrict attendance permits to individual students who have applied for attendance. In 87 Ops.Cal.Atty.Gen. 132 (2004), the Attorney General opined that districts could not charge students a fee for processing applications for interdistrict attendance.

The Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons:

Note: Education Code 46601.5, which had encouraged districts to consider child care needs when evaluating a parent/guardian's request for an interdistrict transfer, sunsetted on June 30, 2007, and thus is no longer law. The provision of the law which specified that a district could not require students to reapply for such transfers as long as the child care needs continued to be met in that district also sunsetted. Districts have the option to authorize interdistrict permits based on child care needs under the general interdistrict transfer provisions, as specified below.

Optional items #1-11 below should be deleted and/or revised to reflect district practice.

1. To meet the child care needs of the student

Such students may be allowed to continue to attend district schools only as long as they continue to use a child care provider within district boundaries.

2. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel

(cf. 6159 - Individualized Education Program)

3. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance
4. To allow the student to complete a school year when his/her parents/guardians have moved out of the district during that year
5. To allow the student to remain with a class graduating that year from an elementary, junior, or senior high school
6. To allow a high school senior attend the same school he/she attended as a junior, even if his/her family moved out of the district during the junior year
7. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district

INTERDISTRICT ATTENDANCE (continued)

8. When the student will be living out of the district for one year or less
9. When recommended by the School Attendance Review Board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence

(cf. 5113.1 - Truancy)

10. When there is valid interest in a particular educational program not offered in the district of residence
11. To provide a change in school environment for reasons of personal and social adjustment

Note: Education Code 46600 provides that the district of attendance shall stipulate the terms and conditions under which an interdistrict attendance permit granted to an individual student may be revoked. Such conditions might include truancy or continual disruption.

Every interdistrict attendance permit shall stipulate the terms and conditions under which the permit may be revoked. (Education Code 46600)

Note: In 84 Ops.Cal.Atty.Gen. 198 (2001), the Attorney General opined that a lack of school facilities is a justifiable reason for denial of the interdistrict attendance permit request, including a request based on the child care needs of the student. However, according to the Attorney General, once the student is admitted the district may not later deny the student continued attendance at district schools because of overcrowding. Although Attorney General opinions are not binding on the courts, they are generally afforded deference in the court when there is no specific statutory or case law to the contrary. The following paragraph is based on this Attorney General opinion.

The Superintendent or designee may deny initial requests for interdistrict attendance permits if school facilities are overcrowded at the relevant grade level or based on other considerations that are not arbitrary. However, once a student is admitted, the district may not deny him/her continued attendance because of overcrowded facilities at the relevant grade level.

Note: Education Code 46601 requires that, within 30 days of a request for an interdistrict permit, denied parties must be informed about their right to appeal to the County Board of Education and about the appeal process involved. This notice shall be provided by the district denying the request, or, in the absence of an agreement between the districts, by the district of residence. Pursuant to Education Code 46603, the district may provisionally admit a student for two school months pending the outcome of the student's appeal of the denial of the request.

INTERDISTRICT ATTENDANCE (continued)

Within 30 days of a request for an interdistrict permit, the Superintendent or designee shall notify the parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601. (Education Code 46601)

(cf. 5145.6 - Parental Notifications)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending, or during the term of the expulsion. (Education Code 46601)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

~~OPTION 2: School District of Choice Program~~

Note: The following section is for use by districts that elect to participate in the school district of choice program pursuant to Education Code 48300-48316. **Districts that have not elected to participate in this program should delete this section and delete Option 2 in the accompanying Board policy.** SB 680 (Ch. 198, Statutes of 2009) reauthorized the program until July 1, 2016 and deleted the requirement that only those districts that had elected to become a school district of choice prior to July 1, 2007 could participate in the program.

~~Applications for interdistrict attendance shall be submitted to the district office by January 1 of the school year preceding the school year for which the student may be transferred. The application deadline may be waived upon agreement between the district and the district of residence. (Education Code 48308)~~

~~The application deadline shall not apply to an application requesting a transfer if the parent/guardian with whom the student resides is enlisted in the military and was relocated by the military within 90 days prior to submitting the application. (Education Code 48308)~~

~~*(cf. 6173.2 - Education of Children of Military Families)*~~

Note: Education Code 48301, as amended by SB 680 (Ch. 198, Statutes of 2009), requires that any district communication to parents/guardians be factually accurate and not target individual parents/guardians or particular neighborhoods on the basis of a child's actual or perceived academic or athletic performance or any other personal characteristic.

~~The Superintendent or designee shall ensure that any communication sent to parents/guardians is factually accurate and does not target particular neighborhoods or individual parents/guardians on the basis of a child's actual or perceived academic or athletic performance or any other personal characteristic. (Education Code 48301)~~

INTERDISTRICT ATTENDANCE (continued)

~~The district shall give priority for attendance to siblings of students already in attendance in the district. (Education Code 48306)~~

Note: Education Code 48306, as amended by SB 680 (Ch. 198, Statutes of 2009), authorizes the district to give attendance priority to all children of military personnel. The following optional paragraph is for use by districts that have chosen to give such priority.

~~The district shall give priority for attendance to children of military personnel.~~

Note: Pursuant to Education Code 48305, if the district chooses to use existing entrance criteria for specialized schools or programs, then the criteria must be uniformly applied. The following optional paragraph is for use by districts that choose to use existing entrance criteria.

~~Any existing entrance criteria for specialized schools or programs shall be uniformly applied to all applicants. (Education Code 48305)~~

Note: The following two paragraphs are optional and should be revised to reflect district practice.

~~Not later than 90 days after the district receives an application for transfer, the Superintendent or designee shall notify the parent/guardian in writing whether the application has been provisionally accepted or rejected and of the student's position on any waiting list.~~

~~Whenever the number of applicants exceeds the number of interdistrict transfers that may be accepted as determined by the Governing Board, students accepted for transfer shall be selected by a random drawing of the provisionally accepted applications.~~

~~Final acceptance or rejection of applications shall be made by May 15 of the school year preceding the school year for which the student may be transferred. (Education Code 48308)~~

~~However, if an application is submitted for a student who is residing with a parent/guardian enlisted in the military and that parent/guardian was relocated by the military 90 days prior to the submission of the application, then the district shall make a final decision to accept or reject the application within 90 days of its receipt. If the student's application has been submitted less than 90 days prior to the beginning of the school year, then the district shall accept or deny the application before the school year begins. Upon his/her acceptance, the student may immediately enroll in a district school. (Education Code 48308)~~

Note: The following paragraph is optional.

~~The Superintendent or designee shall notify the student's district of residence of the district's decision.~~

INTERDISTRICT ATTENDANCE (continued)

~~Students admitted through the school district of choice program are deemed to have fulfilled district residency requirements pursuant to Education Code 48204. (Education Code 48301)~~

~~(cf. 5111.1 - District Residency)~~

~~(cf. 5116.1 - Intradistrict Open Enrollment)~~

~~Final acceptance of the transfer is applicable for one school year and shall be renewed automatically each year unless the Board, by adoption of a resolution, withdraws from participation in the program and no longer accepts transfer students from other districts. (Education Code 48308)~~

Note: The following paragraph is for use by districts maintaining high schools.

~~Even if the district withdraws from participation in the program, admitted high school students may continue attending school in the district until they graduate from high school. (Education Code 48308)~~

~~The district may accept any completed coursework, attendance, and other academic progress credited to an accepted student by any district(s) he/she has previously attended and may grant academic standing to the student based upon the district's evaluation of the student's academic progress. (Education Code 48309)~~

~~(cf. 6146.3 - Reciprocity of Academic Credit)~~

~~The district may revoke a student's enrollment if he/she is recommended for expulsion pursuant to Education Code 48918. (Education Code 48309)~~

~~(cf. 5144.1 - Suspension and Expulsion/Due Process)~~

<p>Note: Pursuant to Education Code 48301, the district may prohibit a transfer under the school district of choice program if the Governing Board determines that the transfer would negatively impact a court-ordered desegregation plan, a voluntary desegregation plan, or the racial and ethnic balance of the district. In <u>Crawford v. Huntington Beach Union High School District</u>, a California appellate court held that a district's intradistrict open enrollment policy, which contained a racial and ethnic balance component as authorized by Education Code 35160.5, was unconstitutional. The court did not consider whether a policy based on a court-ordered or voluntary desegregation plan would be constitutional. According to the court, the constitutional provisions added by Proposition 209 in 1996 prohibit a district from adopting a policy containing different admission criteria on the basis of race.</p>

<p>Subsequent to the court's decision in <u>Crawford</u>, the Legislature approved SB 680 (Ch. 198, Statutes of 2009) and the provisions in Education Code 48301 relative to racial and ethnic balance remain law. However, because of the legal uncertainty surrounding this issue, the following paragraph does not reflect those provisions of Education Code 48301. Districts that choose to deny interdistrict transfers on that basis should proceed with caution and consult legal counsel.</p>
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INTERDISTRICT ATTENDANCE (continued)

~~The district may deny a transfer into the district under the school district of choice program if:~~

- ~~1. The Board determines that the transfer into or out of the district would negatively impact a court ordered or voluntary desegregation plan of the district. (Education Code 48301)~~

<p>Note: Education Code 48303 provides that a district may not deny a transfer because the additional cost of educating the student would exceed the amount of additional state aid to be received. This section is intended to ensure that special education, bilingual, and other special needs students are able to participate in the program. However, pursuant to Education Code 48303, a transfer may be rejected if it would require the district to create a new program to serve the student, as specified below.</p>

- ~~2. The transfer into the district would require the district to create a new program to serve that student, except that the district shall not reject the transfer of a student with disabilities or an English learner. (Education Code 48303)~~

Administrative Regulation

Interdistrict Attendance

AR 5117

Students

Interdistrict Attendance Permits

The Superintendent or designee may approve interdistrict attendance permits for the following reasons:

1. To meet the child care needs of a student

Such students may be allowed to continue to attend district schools only as long as they continue to use a child care provider within district boundaries.

2. To meet a child's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel

(cf. 6159 - Individualized Education Program)

3. When a student has a sibling(s) attending school in the receiving district, to avoid splitting the family's attendance

4. To allow a student to complete a school year when his/her parents/guardians have moved out of the district during that year

5. To allow students to remain with a class graduating that year from an elementary, junior, or senior high school

6. To let high school seniors attend the same school they attended as juniors, even if their families moved out of the district during the junior year

7. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district

8. When a student will be living out of the district for one year or less

9. When recommended by the School Attendance Review Board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence

(cf. 5113.1 - Truancy)

10. When there is valid interest in a particular educational program not offered in the district of residence

11. To provide a change in school environment for reasons of personal and social adjustment

Interdistrict attendance permits or applications shall not be required for students enrolling in a regional occupational center or program. (Education Code 52317)

Every interdistrict attendance permit shall stipulate the terms and conditions under which the permit may be revoked. (Education Code 46600)

The Superintendent or designee may deny initial requests for interdistrict attendance permits if school facilities are overcrowded at the relevant grade level or based on other considerations that are not arbitrary. However, once a student is admitted, the district may not deny him/her continued attendance because of overcrowded facilities at the relevant grade level.

The Superintendent or designee shall notify the parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601. (Education Code 46601)

(cf. 5145.6 - Parental Notifications)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending, or during the term of the expulsion. (Education Code 46601)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

The district shall give priority for attendance to siblings of students already in attendance in the district. (Education Code 48306)

Any existing entrance criteria for specialized schools or programs shall be uniformly applied to all applicants. (Education Code 48305)

Not later than 90 days after the district receives an application for transfer, the Superintendent or designee shall notify the parent/guardian in writing whether the application has been provisionally accepted or rejected and of the student's position on any waiting list.

Whenever the number of applicants exceeds the number of interdistrict transfers that may be accepted as determined by the Governing Board, students accepted for transfer shall

be selected by a random drawing of the provisionally accepted applications.

Final acceptance or rejection of applications shall be made by May 15 of the school year preceding the school year for which the student may be transferred. (Education Code 48308)

However, if an application is submitted for a student who is residing with a parent/guardian enlisted in the military and that parent/guardian was relocated by the military 90 days prior to the submission of the application, then the district shall make a final decision to accept or reject the application within 90 days of its receipt. If the student's application has been submitted less than 90 days prior to the beginning of the school year, then the district shall accept or deny the application before the school year begins. Upon his/her acceptance, the student may immediately enroll in a district school. (Education Code 48308)

The Superintendent or designee shall notify the student's district of residence of the district's decision.

Students admitted through the school district of choice program are deemed to have fulfilled district residency requirements pursuant to Education Code 48204. (Education Code 48301)

(cf. 5111.1 - District Residency)
(cf. 5116.1 - Intradistrict Open Enrollment)

Final acceptance of the transfer is applicable for one school year and shall be renewed automatically each year unless the Board, by adoption of a resolution, withdraws from participation in the program and no longer accepts transfer students from other districts. (Education Code 48308)

However, even if the district withdraws from participation in the program, admitted high school students may continue attending school in the district until they graduate from high school. (Education Code 48308)

The district may accept any completed coursework, attendance, and other academic progress credited to an accepted student by any district(s) he/she has previously attended and may grant academic standing to the student based upon the district's evaluation of the student's academic progress. (Education Code 48309)

(cf. 6146.3 - Reciprocity of Academic Credit)

The district may revoke a student's enrollment if he/she is recommended for expulsion pursuant to Education Code 48918. (Education Code 48309)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

The district may deny a transfer under the school district of choice program if:

1. The Board determines that the transfer into or out of the district would negatively impact a court-ordered or voluntary desegregation plan of the district. (Education Code 48301)
2. The transfer into the district would require the district to create a new program to serve that student. (Education Code 48303)
3. The number of transfers out of the district exceeds the limit specified in Education Code 48307.

Transportation

The district shall not provide transportation outside the school's attendance area. However, upon request, the Superintendent or designee may authorize transportation for students living outside the attendance area to and from designated bus stops within the attendance area if space is available. Priority for such transportation shall be based on demonstrated financial need.

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: February 20, 2008 Antelope, California

SCHOOL CALENDAR

Note: The following optional policy may be subject to collective bargaining agreements and should be modified to reflect district practice. The Public Employment Relations Board has determined that school calendar issues related to the work of employees, such as beginning and ending dates, summer vacation, and school holidays, are negotiable.

For each school, the Governing Board shall adopt a calendar that meets the requirements of law as well as the needs of the community, students, and the work year as negotiated with the district's employee organization(s). As appropriate, the Superintendent or designee shall ensure that the proposed calendar is aligned with assessment and accountability schedules in order to support the district's goals for student achievement.

(cf. 0200 - Goals for the School District)
(cf. 4143/4243 - Negotiations/Consultation)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

Each school calendar shall show the beginning and ending school dates, legal and local holidays, staff development days, orientation days, minimum days, vacation periods, and other pertinent dates.

(cf. 6112 - School Day)
(cf. 6115 - Ceremonies and Observances)
(cf. 6117 - Year-Round Schedules)
(cf. 6177 - Summer School)

Note: Education Code 41420 establishes 175 days of instruction as the minimum requirement to receive full average daily attendance (ADA) reimbursement. Education Code 46200 provides incentive funding for districts to increase to 180 days of instruction, with financial penalties to be imposed by the state if a district accepts the incentive funding and then offers fewer than 180 days. However, Education Code 46200 provides an exception which allows multi-track year-round schools to avoid penalties as long as the district certifies to the Superintendent of Public Instruction that it maintains its schools for five more days than maintained in the 1982-83 fiscal year.

ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009) added Education Code 46201.2 to authorize a district to reduce the school year through 2012-13 by up to five days of instruction without incurring the financial penalties. However, any reduction in the number of working days must first be negotiated with employee organizations. In addition, constitutional equity issues may be raised. In 1992, the California Supreme Court held that a district's closure of schools violated students' fundamental right to basic equality in public education. While this case concerned the closure of a district six weeks early because of a lack of funds, it is possible that, despite the legislative authority, similar equality issues could be raised if one school district offers 175 days of instruction and a neighboring district offers 180 days. Districts seeking to reduce instruction should proceed cautiously and consult with legal counsel.

The following paragraph provides for 180 days of instruction. Districts that provide fewer than 180 days should modify the following paragraph accordingly.

The district shall offer 180 days of instruction per school year, unless the district and employee organization(s) have negotiated to reduce the days of instruction in any school year through 2012-13 pursuant to the authorization in Education Code 42605.

(cf. 1431 - Waivers)

SCHOOL CALENDAR (continued)

Note: Education Code 46300 identifies educational activities that are included in the computation of ADA. School districts may not receive ADA reimbursement for staff development programs conducted on regular school days.

Staff development days shall not be counted as instructional days.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Notification of the schedule of minimum days shall be sent to all parents/guardians at the beginning of the school year. If any minimum days are added to the schedule, the Superintendent or designee shall notify parents/guardians of the affected students as soon as possible and at least one month before the scheduled minimum day. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

Note: Pursuant to Elections Code 12283, the Governing Board may determine whether to keep a school open or closed on an election day when the school will be used as a polling place. In some cases, districts have closed the school for safety reasons, as a precaution against the large number of visitors on school grounds. Elections officials are required to request the use of the school within sufficient time in advance of the school year so that the Board can make this determination before school calendars are printed and distributed to parents/guardians.

If a school will be used as a polling place on an election day, the Board shall determine whether to continue school in session, designate the day for staff training and development, or close the school to students and nonclassified staff. (Elections Code 12283)

(cf. 1400 - Relations Between Governmental Agencies and the Schools)

(cf. 5113 - Absences and Excuses)

Legal Reference: (see next page)

SCHOOL CALENDAR (continued)

Legal Reference:

EDUCATION CODE

37200-37202 *School calendar*

37220-37223 *Holidays*

37252-37254.1 *Summer school*

37300-37307 *Year-Round School Demonstration Project*

37600-37672 *Continuous school programs: year-round schools, especially:*

37618 *School calendar*

37700-37711 *Four-day week*

41422 *Schools not maintained for 175 days*

41530-41532 *Professional Development Block Grant*

46200-46206 *Incentives for longer instructional day and year*

46300 *Method of computing ADA*

48980 *Notice at beginning of term*

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

44579-44579.6 *Instructional Time and Staff Development Reform Program*

ELECTIONS CODE

12283 *School closures, election days*

COURT DECISIONS

Butt v. State of California, (1992) 4 Cal 4th 668

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Davis Joint Unified School District, (1984) PERB Decision No. 474

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Public Employment Relations Board: <http://www.perb.ca.gov>

Secretary of State's Office: <http://www.ss.ca.gov>

Board Policy

School Calendar

BP 6111

Instruction

The Superintendent or designee shall recommend to the Governing Board a calendar for each school that will meet the requirements of law as well as the needs of the community, students and the work year as negotiated for represented personnel.

(cf. 4143/4243 - Negotiations/Consultation)

Each school calendar shall show the beginning and ending school dates, legal and local holidays, orientation meeting days, minimum days, vacation periods and other pertinent dates.

(cf. 6112 - School Day)

(cf. 6115 - Ceremonies and Observances)

(cf. 6117 - Year-Round Schedules)

(cf. 6177 - Summer School)

The district shall offer 180 days of instruction per school year.

(cf. 1431 - Waivers)

Staff development days shall not be counted as instructional days.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Notification of the schedule of minimum days shall be sent to all parents/guardians at the beginning of the school year. If any minimum days are added to the schedule, the Superintendent or designee shall notify parents/guardians of the affected students as soon as possible and at least one month before the scheduled minimum day. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

If a school will be used as a polling place on an election day, the Board shall determine whether to continue school in session, designate the day for staff training and development, or close the school to students and nonclassified staff. (Elections Code 12283)

(cf. 1400 - Relations Between Governmental Agencies and the Schools)
(cf. 5113 - Absences and Excuses)

Legal Reference:

EDUCATION CODE

37200-37202 School calendar

37220-37223 Holidays

37252-37254.1 Summer school

37300-37307 Year-Round School Demonstration Project

37600-37672 Continuous school programs: year-round schools, especially:

37618 School calendar

37700-37711 Four-day week

41422 Schools not maintained for 175 days

41530-41532 Professional Development Block Grant

46200-46206 Incentives for longer instructional day and year

46300 Method of computing ADA

48980 Notice at beginning of term

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

44579-44579.6 Instructional Time and Staff Development Reform Program

ELECTIONS CODE

12283 School closures, election days

Management Resources:

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

Secretary of State's Office: <http://www.ss.ca.gov>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: September 21, 2005 Antelope, California

HIGH SCHOOL GRADUATION REQUIREMENTS

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

The Governing Board desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and/or employment.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6143 - Courses of Study)

(cf. 6146.3 - Reciprocity of Academic Credit)

Course Requirements

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

Note: Education Code 51224.5 provides that, as part of the mathematics requirement, students must complete coursework at least equivalent to state content standards for Algebra I. This requirement applies to all students, including students in alternative or continuing education, adult education, or special education. The State Board of Education may grant waivers for students on an individual basis.

2. Two courses in mathematics (Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I. (Education Code 51224.5)

Completion, prior to grade 9, of algebra coursework that meets or exceeds state academic content standards shall satisfy the algebra coursework requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

(cf. 6011 - Academic Standards)

(cf. 6142.92 - Mathematics Instruction)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

(cf. 6142.3 - Civic Education)

(cf. 6142.93 - History-Social Science Instruction)

5. One course in visual or performing arts, foreign language, or American Sign Language (Education Code 51225.3)

(cf. 6142.2 - World/Foreign Language Instruction)

(cf. 6142.6 - Visual and Performing Arts Education)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

(cf. 6142.7 - Physical Education)

7. Four courses – Advocacy (8 units)
8. One Course – Community Service (2 units)
9. Computer Technology (10 units)
10. Health/Safety (5 units)
11. Consumer Finance (5 units)
12. Elective Credits (60 units)

(cf. 6142.4 - Service Learning/Community Service Classes)

Note: Education Code 51225.3 requires the Board to adopt alternative means for students to complete the prescribed course of study; see BP/AR 6146.11 - Alternative Credits Toward Graduation.
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Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Note: Pursuant to Education Code 51225.3, the Governing Board may prescribe additional coursework (e.g., service learning) or other requirements (e.g., portfolios or senior projects) that district students must complete in order to obtain a diploma. If the Board does so, such courses or projects should be listed below.

~~*(cf. 6142.4 - Service Learning/Community Service Classes)*~~

Note: As amended by AB 167 (Ch. 224, Statutes of 2009), Education Code 51225.3 requires the district to exempt a youth in foster care who transfers into the district or between district high schools in grades 11-12 from any additional coursework or other graduation requirements prescribed by the Board, unless the Superintendent or designee makes a finding that the youth is reasonably able to complete the requirements in time to graduate while he/she remains eligible for foster care benefits. See BP/AR 6173.1 - Education for Foster Youth.

As added by AB 343 (Ch. 237, Statutes of 2009), Education Code 49701 requires district officials to help facilitate the on-time graduation of children of military families by waiving specific course requirements for graduation if the child has satisfactorily completed similar coursework in another district. If the district does not grant such a waiver, then "best efforts" shall be used to provide the child with alternative means to acquire the required coursework so that he/she can graduate on time. See BP/AR 6173.2 - Education of Children of Military Families for language implementing this requirement.

The Superintendent or designee shall exempt or waive specific course requirements for foster youth or children of military families in accordance with Education Code 51225.3 and 49701.

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education for Children of Military Families)

High School Exit Examination

Note: Education Code 60850-60859 establish the California High School Exit Examination (CAHSEE) in language arts and mathematics as a condition for high school graduation. In 2006, a Court of Appeal upheld the exit exam as a requirement for the Class of 2006 and beyond; thus, all students completing grade 12 must pass the exam in order to receive a high school diploma. For students with disabilities, waivers and/or exemptions may apply; see BP/AR 6162.52 - High School Exit Examination.

As a condition of high school graduation, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics unless he/she receives a waiver or exemption. (Education Code 60851, 60859)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159 - Individualized Education Program)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

(cf. 6162.52 - High School Exit Examination)

Note: Pursuant to Education Code 37252 and 60851, districts must offer supplemental instruction to students in grades 7-12 who do not demonstrate "sufficient progress" toward passing the exit exam. Local districts must decide what criteria will be used to determine "sufficient progress" for purposes of eligibility for supplemental instruction. See BP 6179 - Supplemental Instruction.

Supplemental instruction shall be offered to any student in grade 7-12 who does not demonstrate "sufficient progress," as defined in BP 6179 - Supplemental Instruction, toward passing the exit exam. (Education Code 37252, 60851)

(cf. 5148.2 - Before/After School Programs)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

Note: Education Code 37254 requires districts that receive CAHSEE intensive intervention funding to ensure that students who have not passed one or both parts of the exit exam by the end of grade 12 have the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they have passed both parts of the exam, whichever comes first. See BP/AR 6179 - Supplemental Instruction for language detailing the requirements of the intensive intervention funding, including providing students with a diagnostic assessment and notice of their rights. See also BP/AR 6164.2 - Guidance/Counseling Services.

The following paragraph is for use by districts that receive CAHSEE intensive intervention funding.

Students who have not passed one or both parts of the exit exam by the end of grade 12 shall have the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they have passed both parts of the exam, whichever comes first. (Education Code 37254)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 5145.6 - Parental Notifications)

(cf. 6164.2 - Guidance/Counseling Services)

Note: The remainder of this section is optional. In addition to intensive remedial instruction, districts may offer students who have satisfied all local and state graduation requirements, except for passage of the exit exam, other options to continue their education beyond their senior year in order to obtain a high school diploma. According to the California Department of Education, the options a district may currently offer students include: (1) if space is available, enrollment for an additional year at a comprehensive high school if the student has been continuously enrolled, (2) enrollment in an alternative education program, (3) reclassification as a junior, (4) maintaining continuous enrollment in an independent study program or charter school, or (5) enrollment in an adult secondary school. In addition, some community colleges offer non-credit adult education programs and grant high school diplomas without requiring passage of the exit exam. Students may also obtain a diploma equivalent by passing the California High School Proficiency Exam or the General Education Development test. See BP/AR 6146.2 - Certificate of Proficiency/High School Equivalency.

If the district decides to offer options to such students, the Board should carefully consider which options will be made available. In order to ensure that students receive adequate notification of the

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

alternatives, districts should indicate the specific options available in the spaces provided below and may consider providing additional notifications, as necessary. Districts not providing any such options should delete the following paragraph.

~~In addition to intensive remedial instruction, the district shall offer students who have passed all state and local graduation requirements except one or both parts of the exit exam the following options for two years beyond their regular senior year or until they pass the exam, whichever occurs first:~~

(cf. 0420.4 - Charter Schools)
(cf. 6158 - Independent Study)
(cf. 6184 - Continuation Education)

The Superintendent or designee shall regularly report to the Board regarding the number of students who have fulfilled all local and state graduation requirements except for the passage of the exit exam and the resources that have been offered to such students.

Certificates of Completion

Note: The following section is optional. For those students who are unable to pass the exit exam by the end of their senior year, a district may consider granting a locally developed certificate of completion or some other form of recognition to indicate that the students have completed the district's required course of study. Such a certificate would not be the equivalent of a diploma and is separate from the certificate of educational achievement granted to special education students who are unable to pass the exit exam with appropriate modifications pursuant to Education Code 56390-56392; see BP 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities.

Because the exit exam has been subject to legal challenge, districts should make every effort to ensure that, prior to issuing a certificate of completion, students are provided with appropriate supplemental resources and remedial support. See BP 6179 - Supplemental Instruction. Districts that offer intensive instruction or other educational options to students who have passed all state and local graduation requirements except the exit exam may also offer such students a certificate of completion. Districts should consult legal counsel, as appropriate, to ensure that all statutory obligations have been satisfied.

Students who have passed all the district's course requirements by the end of their senior year but are unable to pass the high school exit exam shall receive a certificate of completion.

The Superintendent or designee shall regularly report to the Board regarding the number of students receiving a certificate of completion and the resources that have been offered to such students.

Retroactive Diplomas

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Note: The following section is optional.

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. (Education Code 51430)

The district also may retroactively grant a diploma to a deceased former student who satisfies the above conditions. The diploma shall be received by the deceased student's next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

*Legal Reference:***EDUCATION CODE**

35186 *Williams Uniform Complaint Procedures*
 37252 *Supplemental instructional programs*
 37254 *Supplemental instruction based on failure to pass exit exam by end of grade 12*
 37254.1 *Required student participation in supplemental instruction*
 47612 *Enrollment in charter school*
 48200 *Compulsory attendance*
 48412 *Certificate of proficiency*
 48430 *Continuation education schools and classes*
 48645.5 *Acceptance of coursework*
 49701 *Interstate Compact on Educational Opportunity for Military Children*
 51224 *Skills and knowledge required for adult life*
 51224.5 *Algebra instruction*
 51225.3 *Requirements for graduation*
 51225.5 *Honorary diplomas; foreign exchange students*
 51228 *Graduation requirements*
 51240-51246 *Exemptions from requirements*
 51250-51251 *Assistance to military dependents*
 51410-51412 *Diplomas*
 51420-51427 *High school equivalency certificates*
 51450-51455 *Golden State Seal Merit Diploma*
 51745 *Independent study restrictions*
 52378 *Supplemental school counseling program*
 56390-56392 *Recognition for educational achievement, special education*
 60850-60859 *High school exit examination*
 66204 *Certification of high school courses as meeting university admissions criteria*
CODE OF REGULATIONS, TITLE 5
 1600-1651 *Graduation of students from grade 12 and credit toward graduation*

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

*California Department of Education, California High School Exit Examination:
<http://www.cde.ca.gov/ta/tg/hs>*

Board Policy

High School Graduation Requirements

BP 6146.1

Instruction

The Governing Board desires to prepare all students to obtain a diploma of high school graduation to enable them to take advantage of opportunities for postsecondary education and/or employment.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6143 - Courses of Study)

(cf. 6146.3 - Reciprocity of Academic Credit)

Course Requirements

To obtain a diploma of graduation from high school, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Two courses in mathematics (Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I. (Education Code 51224.5)

Completion, prior to grade 9, of algebra coursework that meets or exceeds state academic content standards shall satisfy the algebra coursework requirement but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

(cf. 6011 - Academic Standards)

(cf. 6142.92 - Mathematics Instruction)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

(cf. 6142.3 - Civic Education)

5. One course in visual or performing arts, foreign language, or American Sign Language (Education Code 51225.3)

(cf. 6142.6 - Visual and Performing Arts Education)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

(cf. 6142.7 - Physical Education)

7. Four courses – Advocacy (8 units)

8. One Course – Community Service (2 units)

9. Computer Technology (10 units)

10. Health/Safety (5 units)

11. Consumer Finance (5 units)

12. Elective Credits (60 units)

(cf. 6142.4 - Service Learning/Community Service Classes)

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

High School Exit Examination

Each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics as a condition of high school graduation. (Education Code 60851, 60859)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159 - Individualized Education Program)
(cf. 6162.52 - High School Exit Examination)

Supplemental instruction shall be offered to any student in grade 7-12 who does not demonstrate "sufficient progress," as defined in Board policy, toward passing the exit exam. (Education Code 37252, 60851)

(cf. 5148.2 - Before/After School Programs)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)
(cf. 6179 - Supplemental Instruction)

Students who have not passed one or both parts of the exit exam by the end of grade 12 shall have the opportunity to receive intensive instruction and services for up to two consecutive academic years after completion of grade 12 or until they have passed both parts of the exam, whichever comes first. (Education Code 37254)

(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 5145.6 - Parental Notifications)
(cf. 6164.2 - Guidance/Counseling Services)

In addition to intensive remedial instruction, the district shall offer students who have passed all state and local graduation requirements except for passage of one or both parts of the exit exam the following option beyond their regular senior year until they pass the exam:

Adult Education instruction

(cf. 0420.4 - Charter Schools)
(cf. 6158 - Independent Study)
(cf. 6184 - Continuation Education)

The Superintendent or designee shall regularly report to the Board regarding the number of students who have fulfilled all local and state graduation requirements except for the passage of the exit exam and the resources that have been offered to such students.

Certificates of Completion

Students who have passed all the district's course requirements by the end of their senior year but are unable to pass the high school exit exam shall receive a certificate of completion.

The Superintendent or designee shall regularly report to the Board regarding the number of students receiving a certificate of completion and the resources that have been offered to such students.

Retroactive Diplomas

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. (Education Code 51430)

In addition, the Board may retroactively grant a diploma to a deceased former student who satisfies the above conditions. The diploma shall be received by the deceased student's next of kin. (Education Code 51430)

Legal Reference:

EDUCATION CODE

35186 Williams Uniform Complaint Procedures
37252 Supplemental instructional programs
37254 Supplemental instruction based on failure to pass exit exam by end of grade 12
37254.1 Required student participation in supplemental instruction
47612 Enrollment in charter school
48200 Compulsory attendance
48412 Certificate of proficiency
48430 Continuation education schools and classes
48645.5 Acceptance of coursework
51224 Skills and knowledge required for adult life
51224.5 Algebra instruction
51225.3 Requirements for graduation
51225.5 Honorary diplomas; foreign exchange students
51228 Graduation requirements
51240-51246 Exemptions from requirements
51250-51251 Assistance to military dependents
51410-51412 Diplomas
51420-51427 High school equivalency certificates
51450-51455 Golden State Seal Merit Diploma
51745 Independent study restrictions
52378 Supplemental school counseling program
56390-56392 Recognition for educational achievement, special education
60850-60859 High school exit examination
66204 Certification of high school courses as meeting university admissions criteria
CODE OF REGULATIONS, TITLE 5
1600-1651 Graduation of pupils from grade 12 and credit toward graduation
COURT DECISIONS
O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

CSBA PUBLICATIONS

**Preparing for the High Stakes of the High School Exit Exam: An Examination of
Certificates of Completion, Policy Advisory, September 2005**

WEB SITES

CSBA: <http://www.csba.org>

**California Department of Education, California High School Exit Examination:
<http://www.cde.ca.gov/ta/tg/hs>**

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: February 20, 2008 Antelope, California

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES

Note: The following optional policy is for use by districts that maintain high schools and should be modified to reflect district practice.

Pursuant to Education Code 56345 and 34 CFR 300.320, the individualized education program (IEP) for each student with a disability must contain statements of measurable annual goals that would enable the student to progress in the general education curriculum and a statement regarding any accommodations necessary to measure the student's performance on state and district assessments (e.g., the Standardized Testing and Reporting Program and the California High School Exit Examination); see AR 6159 - Individualized Education Program for a detailed listing of the required contents of the IEP.

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

Certificate of Educational Achievement or Completion

Note: Education Code 60851 requires high school students to pass the high school exit exam in order to receive a diploma. Students with disabilities in the classes of 2006 and 2007 were granted an exemption from this requirement, but the exemption expired for the classes of 2008 and 2009. ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009) added Education Code 60852.3 to again exempt, beginning with the 2009-10 school year, students with disabilities who meet specified criteria from the requirement to pass the exam as a condition of receiving a diploma. This exemption lasts until the State Board of Education either implements an alternative means for students with disabilities to demonstrate achievement in the standards measured by the exam or determines that an alternative means assessment to the exam is not feasible. Students with disabilities may also receive a waiver from the requirement to pass the exam. See AR 6162.52 - High School Exit Examination.

Alternatively, Education Code 56390-56392 authorize a district to award a certificate of educational achievement to students with disabilities who meet the criteria specified below. Pursuant to Education Code 56391, students who meet the criteria are eligible to participate in any graduation ceremony/activity in which a student of similar age without disabilities would be eligible to participate. However, Education Code 56391 provides that the right to participate in graduation ceremonies does not equate a certificate or document of educational achievement with a regular diploma.

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

DIFFERENTIAL GRADUATION AND COMPETENCY STANDARDS FOR STUDENTS WITH DISABILITIES (continued)

1. Satisfactorily completed a prescribed alternative course of study approved by the board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP
2. Satisfactorily met his/her IEP goals and objectives during high school as determined by the IEP team
3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services

(cf. 6146.1 - High School Graduation Requirements)

A student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

(cf. 5127 - Graduation Ceremonies and Activities)

Legal Reference:

EDUCATION CODE

56341 Individualized education program team

56345 Elements of the IEP

56390-56392 Certificate of completion, special education

60850-60859 High school exit examination

CODE OF REGULATIONS, TITLE 5

3070 Graduation

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Individuals with Disabilities Education Act, especially:

300.320 Definition of IEP

Management Resources:

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/about/offices/list/osers/index.html?src=mr>

Board Policy

Differential Graduation And Competency Standards For Students With Disabilities

BP 6146.4

Instruction

The Individualized Education Program (IEP) team shall determine the appropriate standards and assessments, as well as the accommodations, that may be required for students with disabilities.

(cf. 6011 - Academic Standards)

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6164.4 - Identification of Individuals for Special Education)

No student shall be classified as eligible for differential standards of proficiency for the purpose of circumventing the legal requirement to maintain academic eligibility for extracurricular or cocurricular activities. (Education Code 35160.5)

(cf. 6145 - Extracurricular and Cocurricular Activities)

High School Diploma and Certificate of Educational Achievement/Completion

Beginning with the class of 2006, a student with disabilities may be awarded a high school diploma upon satisfactory completion of the course of study specified in his/her IEP and upon completion of the high school exit exam. The high school exit exam shall be administered in accordance with requirements and accommodations as specified in the student's IEP.

(cf. 6162.5 - Student Assessment)

All students subject to the requirements of the high school exit exam shall receive "adequate notice" as specified in law and Board policy. (Education Code 48980, 60850)

(cf. 5145.6 - Parental Notifications)

(cf. 6146.1 - High School Graduation Requirements)

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the Governing Board of the district in which the student attended school or the district with jurisdiction over the student as identified in his/her IEP

2. Satisfactorily met his/her goals during high school as identified in his/her IEP, and included in the prescribed alternative course of study.

3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP as included in the prescribed alternative course of study, and met the objectives of the statement of transition services

(cf. 5127 - Graduation Ceremonies and Activities)

In accordance with Education Code 56391, a student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate.

Legal Reference:

EDUCATION CODE

35160.5 Extracurricular and cocurricular activities; differential standards

48980 Parental notifications

56000 Education of individuals with exceptional needs

56341 Individualized education program team

56345 Elements of the IEP

56390-56393 Certificate of completion, special education

60850-60856 High school exit exam

CODE OF REGULATIONS, TITLE 5

3070 Graduation

UNITED STATES CODE, TITLE 20

1412 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Individuals with Disabilities Education Act

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, page 46539-46845

CDE COMMUNICATIONS

2001.0314 Proficiency Standards and High School Exit Exam

WEB SITES

CDE: <http://www.cde.ca.gov>

US Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/offices/OSERS>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: May 5, 2004

Antelope, California

HIGH SCHOOL EXIT EXAMINATION

Note: The following administrative regulation is for use by districts that maintain one or more high schools and reflects requirements for the administration of the California High School Exit Examination (CAHSEE) required as a condition for high school graduation beginning with the class of 2006, pursuant to Education Code 60850-60859. See also BP/AR 6146.1 - High School Graduation Requirements.

Definitions

Variation means a change in the manner in which the test is presented or administered or in how a student is allowed to respond, and includes, but is not limited to, accommodations and modifications as defined in Education Code 60850. (5 CCR 1200)

Accommodation means any variation in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. (Education Code 60850)

Modification means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores. (Education Code 60850)

District and Test Site Coordinators

On or before July 1 of each school year, the Superintendent shall designate a high school exit examination coordinator from among district employees and shall notify the test contractor of the identity and contact information of the coordinator. The district coordinator or Superintendent or designee shall be available throughout the year, shall serve as the liaison between the district and the test contractor and between the district and the California Department of Education (CDE) for all matters related to the exit exam, and shall perform additional duties specified in 5 CCR 1209-1211.5. (5 CCR 1209)

Annually, the district coordinator or Superintendent or designee shall designate a test site coordinator for each test site to fulfill the responsibilities specified in 5 CCR 1210-1211.5. (5 CCR 1210)

All district and test site coordinators shall sign a test security affidavit/agreement pursuant to 5 CCR 1211.5.

Access to exam materials shall be limited to students taking the exit exam and individuals who have signed the test security affidavit, including employees directly responsible for test administration. All district and test site coordinators shall be responsible for inventory control. (5 CCR 1211)

Administration

The Superintendent or designee shall administer the exit exam in each district high school on the dates designated by the Superintendent of Public Instruction as exam days or make-up days. (Education Code 60851)

HIGH SCHOOL EXIT EXAMINATION (continued)

Note: 5 CCR 1204 and 1204.5 clarify the testing dates for students in grades 10-12, as provided below. As amended by Register 2009, No. 45, 5 CCR 1204.5 clarifies that students in grade 12 who have not yet passed the exam must be offered at least three opportunities to take the exam and may take the exam up to five times per school year and in successive administrations.

ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009) added Education Code 60852.3 to again exempt, beginning with the 2009-10 school year, students with disabilities from the requirement to pass the exam as a condition of receiving a diploma; see section below entitled "Exemption for Students with Disabilities for 2009-10." However, Education Code 60852.3 requires such students to take the exam in grade 10 as part of the census administration for No Child Left Behind (NCLB) purposes.

The exit exam shall be administered as follows: (Education Code 60851, 60852.3; 5 CCR 1204, 1204.5)

1. Students in grade 10, including students with disabilities who are otherwise exempt from the requirements of the exam, shall take each section of the exit exam once during the school year, either during the grade 10 census administration or the district-designated grade 10 make-up administration.
2. Students in grade 11 who have not yet passed one or both sections of the exit exam shall have up to two opportunities during the school year to take the section(s) of the exam not yet passed and may elect to take the exam during these opportunities. These students may be tested in successive administrations within a school year. Students should be offered appropriate remediation or supplemental instruction before being retested.
3. Students in grade 12 shall have at least three opportunities to take the section(s) of the exit exam not yet passed. Students in grade 12 may elect to take the exam up to five times during the school year and may take the exam in successive administrations. Students should be offered appropriate remediation or supplemental instruction before being retested.

(cf. 6179 - Supplemental Instruction)

Note: Item #4 below is for use by districts maintaining adult education programs. 5 CCR 1204.5 specifies that eligible adult education students shall have up to three opportunities to pass the exit exam and may take the exam in successive administrations. Throughout the remainder of this administrative regulation, the term "student" also includes students in adult education, unless otherwise specified.

4. Adult education students shall have up to three opportunities per year to take the section(s) of the exit exam not yet passed and may elect to take the exam during these

HIGH SCHOOL EXIT EXAMINATION (continued)

opportunities. Students should be offered appropriate remediation or supplemental instruction before being retested.

(cf. 6200 - Adult Education)

Note: Education Code 60852 provides that students who do not possess sufficient English language skills to be assessed do not have to pass the exit exam for a period of up to 24 calendar months of enrollment in the California public school system, as specified below. However, all students must ultimately pass the exam, in English, in order to receive a high school diploma.

If a student does not possess sufficient English language skills to be assessed on the exit exam, the Superintendent or designee may defer the exam requirement for a period of up to 24 calendar months of enrollment in the California public school system until the student has completed six months of instruction in reading, writing, and comprehension in the English language. (Education Code 60852)

(cf. 6174 - Education for English Learners)

Test administrators at the test sites shall be responsible for the accurate identification of eligible students to whom the exit exam is to be administered. This identification shall be made through the use of photo identification or positive recognition by an employee of the district. (5 CCR 1203)

Any student found to have cheated, assisted others in cheating, or compromised the security of the exit exam shall not receive a score from that test administration. (5 CCR 1220)

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

Testing Variations for All Students

Note: As amended by Register 2009, No. 45, 5 CCR 1215 specifies that a district may provide students a testing variation where they are tested in a small group setting, as specified below. 5 CCR 1215 was also amended to combine and delete certain variations, as detailed in items #1-6 below.

The Superintendent or designee may provide any student taking the exit exam with extra time within a testing day, simplified or clarified test directions (but not test questions), student marks (other than responses) including highlighting in test booklets, and/or testing in a small group setting. (5 CCR 1215)

A student may also be provided the following testing variations if they are regularly used in the classroom: (5 CCR 1215)

HIGH SCHOOL EXIT EXAMINATION (continued)

1. Special lighting, special acoustics, or special or adaptive furniture
2. Visual magnifying or audio amplification equipment
3. Noise buffers (e.g., an individual carrel or study enclosure)
4. Testing of individual students in a separate room provided that the student is directly supervised by an employee who has signed the test security affidavit
5. Colored overlay, mask, or other means to maintain visual attention to the exam or test items
6. Manually Coded English or American Sign Language to present test administration directions

At least 30 working days before the proposed administration of the exit exam, the Superintendent or designee shall submit a request to the CDE for a case-by-case review of a proposed variation that is not specified in law. The request shall include a description of the requested variation(s) and, if applicable, a certification that the student's individualized education program (IEP) or Section 504 plan specifies that the requested variation is appropriate and necessary to access the exam due to the student's identified disability(ies) and that such variation is currently listed in his/her IEP or Section 504 plan. (5 CCR 1218)

Testing Variations for English Language Learners

Note: 5 CCR 1217 authorizes districts to provide additional testing variations for English language learners if regularly used in the classroom or for assessment. In order to help ensure that students have an equal opportunity to pass the exit exam, it is recommended that testing variations be provided on a districtwide basis as consistently as possible and that the same variations be provided to all English language learners regardless of their primary language.

In addition to testing variations allowed for all students, identified English language learners may be allowed the following testing variations if regularly used in the classroom or for assessments: (5 CCR 1217)

1. Flexible setting: English language learners may have the opportunity to be tested in a separate room with other English language learners provided that the students are directly supervised by an employee who has signed the test security affidavit.
2. Flexible schedule: English learners may have additional supervised breaks within a testing day.
3. Flexible time: English learners may have extra time on the exam within a testing day.

HIGH SCHOOL EXIT EXAMINATION (continued)

4. Translated directions: English learners may have the opportunity to hear the test directions printed in the test contractor's manual translated into their primary language. English learners may have the opportunity to ask clarifying questions about the test directions in their primary language.
5. Glossaries: English learners may have access to translation glossaries (English to primary language and/or primary language to English). The glossaries are to include only the English words or phrases with the corresponding primary language words or phrases. The glossaries shall include no definitions, formulas, or parts of speech.

Accommodations/Modifications for Students with Disabilities

A student with disabilities shall be permitted to take the exit exam with accommodations or modifications when the student's IEP or his/her Section 504 plan specifies their use on the exit exam, for standardized testing, or during classroom instruction and assessments. (Education Code 60850; 5 CCR 1215.5, 1216)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

Note: 5 CCR 1215.5, as amended by Register 2009, No. 45, specifies the following allowable accommodations. The CDE maintains a list, available on its web site, of additional accommodations and modifications that are approved for student use.

The use of accommodations shall not invalidate a student's test score(s). Accommodations may include: (5 CCR 1215.5)

1. Presentation accommodations, including large-print versions in 20-point font, exam items enlarged if larger than 20-point font is required, Braille transcriptions provided by the test contractor, audio or oral presentation of the mathematics section of the exam, or use of Manually Coded English or American Sign Language to present test questions on the mathematics section of the exam or any prompts or passages present in the writing task
2. Response accommodations, including responses marked in the test booklet and transferred to the answer document by an employee who has signed the test security affidavit; responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe for selected-response items (e.g., multiple-choice test questions); responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter on the writing portion of the exam and the student indicates all spelling and language conventions; word processing software with spell and grammar check tools turned off on the writing portion of the exam; or

HIGH SCHOOL EXIT EXAMINATION (continued)

an assistive device that does not interfere with the independent work of the student on the multiple-choice or writing portion of the exit exam

3. Scheduling/timing accommodations, including testing over more than one day after consultation with the test contractor, supervised breaks within a section of the exam, and administration of the exam at the most beneficial time of day to the student after consultation with the test contractor
4. Setting accommodations, including tests administered by a test examiner to a student at home or in the hospital

Note: As amended by Register 2009, No. 45, 5 CCR 1216 clarifies that certain presentation or translation modifications specified below are available on the multiple-choice portion of the English language arts section of the exam.

For purposes of receiving a high school diploma, the use of modifications shall invalidate a student's test score for the section of the exam for which the modification(s) were used. If the score is equivalent to a passing score, the student may be eligible for a waiver, as detailed below. Modifications may include: (5 CCR 1216)

1. Arithmetic table or formulas, calculators, or math manipulatives on the mathematics section of the exit exam
2. Audio or oral presentation of the multiple-choice portion of the English language arts section of the exit exam
3. Manually Coded English or American Sign Language to present the multiple-choice portion on the English language arts section of the exit exam
4. Spell checkers, grammar checkers, or word processing software programs that check or correct spelling and/or grammar on the writing portion of the exit exam
5. Mechanical or electronic devices or other assistive devices that are not used solely to record the student's responses, including, but not limited to, transcribers, scribes, voice recognition or voice-to-text software, and that identify a potential error in the student's response or that correct spelling, grammar, or conventions on the writing portion of the exit exam
6. Responses dictated orally, in Manually Coded English, or in American Sign Language to provide an essay response to a scribe and the scribe provides spelling, grammar, and language conventions
7. Dictionary on any section of the exam

HIGH SCHOOL EXIT EXAMINATION (continued)**Exemption for Students with Disabilities Beginning in 2009-10**

Note: Students with disabilities in the classes of 2006 and 2007 were granted an exemption from the requirement to pass the exam as a condition of receiving a diploma, but the exemption expired for the classes of 2008 and 2009. ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009) added Education Code 60852.3 to again exempt, beginning with the 2009-10 school year, students with disabilities who meet the criteria specified below from the requirement to pass the exam as a condition of receiving a diploma. Pursuant to Education Code 60852.3, a district may not adopt an IEP or 504 plan for a student for the sole purpose of exempting him/her from the requirement to pass the exam. However, Education Code 60852.3 provides that students with disabilities must still take the exam in grade 10 as part of the census administration for compliance with NCLB (see "Administration" section above).

This latest exemption lasts until the State Board of Education either implements an alternative means for students with disabilities to demonstrate achievement in the standards measured by the exam or determines that an alternative means assessment to the exam is not feasible. Students with disabilities may also receive a waiver from the requirement to pass the exam, as described in the section below. Also see BP 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities.

The district shall grant a diploma to a student with a disability who has not passed the exit exam if all of the following criteria are satisfied: (Education Code 60852.3)

1. The student has an IEP or Section 504 plan.
2. The IEP or 504 plan states that the student is scheduled to receive a high school diploma.
3. The student has satisfied or will satisfy all other state and district requirements for the receipt of a high school diploma on or after July 1, 2009.

Waiver for Students with Disabilities

Note: Although students with disabilities have been granted an exemption beginning in 2009-10 from the requirement to pass the exit exam, such students are also eligible for a waiver of the exam requirement. Pursuant to 5 CCR 1216, students with disabilities who have taken the exit exam with one or more modifications that alter what the exam measures have not "successfully passed" the exam. The score report for the section(s) of the exit exam in which the modifications were used will be marked "not valid." However, if the score is equivalent to a passing score, the parent/guardian may request that his/her child receive a waiver pursuant to Education Code 60851. The waiver allows a student with a disability who has passed the exit exam with modifications to graduate from high school and receive a diploma even though, by definition, he/she has not successfully passed the exit exam. See E(1) and E(2) for a sample waiver request form and principal certification form.

When a student with disabilities has taken any section of the exit exam with one or more modifications and has received the equivalent of a passing score, his/her parent/guardian may request that the student receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit a request for a waiver to the

HIGH SCHOOL EXIT EXAMINATION (continued)

Governing Board. The Board may waive the requirement to successfully pass the exit exam if the principal certifies that the student has all of the following: (Education Code 60851)

1. An IEP or Section 504 plan in place that requires the accommodations or modifications to be provided to the student when taking the exit exam
2. Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam
3. An individual score report showing that the student has received the equivalent of a passing score on the exit exam while using a modification that fundamentally alters what the exam measures as determined by the State Board of Education

Note: Education Code 35146 authorizes a closed session of the Governing Board for those actions involving a student for which disclosure of information during an open session would violate the privacy of student records protected from disclosure by state and federal law. Because the evaluation of the waiver application involves disclosure of the student's exit exam score and the contents of his/her individualized education program (IEP) or Section 504 plan, it is CSBA's opinion that the Board should consider the waiver in closed session, although, as is the case with other actions involving student matters, the final action of the Board must be taken in open session. See BB 9321 - Closed Session Purposes and Agendas and BB 9321.1 - Closed Session Actions and Reports.

In order to protect the student's privacy rights, the waiver request shall be considered in closed session. Final Board action on the waiver request shall be taken in open session and shall be a matter of public record. The student's name shall not be disclosed in open session.

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

Note: The following optional paragraph ensures that parents/guardians receive information about the requirements for obtaining a waiver for their child.

The principal or designee shall notify parents/guardians of students with disabilities about the criteria and process for applying for a waiver of the requirement to successfully pass the exit exam.

Each year, the Superintendent or designee shall provide the CDE with data regarding students with disabilities and the district's waiver process as specified in 5 CCR 1207.1.

Records

The Superintendent or designee shall maintain a summary data file of all students who participate in each test administration. This summary data file shall include the following

HIGH SCHOOL EXIT EXAMINATION (continued)

information for the English language arts section and the mathematics section for each administration: (5 CCR 1205)

1. The date on which each section of the exam was taken
2. The full name of each student who took each section of the exam
3. The grade level of each student at the time each section of the exam was taken
4. Whether each student has satisfied the requirement to successfully pass each section of the exam

In addition, the Superintendent or designee shall provide the test contractor with the student demographic information specified in 5 CCR 1207.

Within 60 days of receiving electronic data files from the test contractor, the Superintendent or designee shall enter the following information in each student's permanent record: (5 CCR 1206)

1. The date on which the student took each section of the exam
2. Whether the student has satisfied the requirement to successfully pass each section of the exam

(cf. 5125 - Student Records)

Notifications

Note: Education Code 60850 provides that the exit exam cannot be administered to students who have not received adequate written notice through the annual notification process pursuant to Education Code 48980 or at the time a student transfers into the district. 5 CCR 1208 requires districts to maintain records of the written notification sent to each parent/guardian.

At the beginning of each school year, the Superintendent or designee shall provide written notification of the exit exam requirement to all students in grades 9-12 and to their parents/guardians. Such notification shall also be provided to any student who transfers into the district after the beginning of the school year at the time of the student's transfer. The notification shall include, at a minimum, the date of the exam, the requirements for passing the exam, and the consequences of not passing the exam, and shall inform the parent/guardian that passing the exam is a condition of graduation. The Superintendent or designee shall maintain documentation that the parent/guardian of each student has been sent this written notification. (Education Code 48980, 60850; 5 CCR 1208)

(cf. 5145.6 - Parental Notifications)

HIGH SCHOOL EXIT EXAMINATION (continued)

(cf. 6146.1 - High School Graduation Requirements)

Prior to each administration of the exit exam, the Superintendent or designee shall notify students of the provisions of 5 CCR 1220 related to the consequences of cheating. (5 CCR 1220)

Administrative Regulation

High School Exit Examination

AR 6162.52

Instruction

Definitions

Variation means a change in the manner in which the test is presented or administered, or in how a student is allowed to respond, and includes, but is not limited to, accommodations and modifications as defined in Education Code 60850. (5 CCR 1200)

Accommodation means any variation in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. (Education Code 60850)

Modification means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores. (Education Code 60850)

District and Test Site Coordinators

On or before July 1 of each school year, the Superintendent shall designate a high school exit examination coordinator from among district employees and shall notify the test contractor of the identity and contact information of the coordinator. The district coordinator or Superintendent or designee shall be available throughout the year; shall serve as the liaison between the district and the test contractor and between the district and the California Department of Education (CDE) for all matters related to the exit exam; and shall perform additional duties specified in 5 CCR 1209-1211.5. (5 CCR 1209)

Annually, the district coordinator or Superintendent or designee shall designate a test site coordinator for each test site to fulfill the responsibilities specified in 5 CCR 1210-1211.5. (5 CCR 1210)

All district and test site coordinators shall sign a test security affidavit/agreement pursuant to 5 CCR 1211.5.

Access to exam materials shall be limited to students taking the exit exam and individuals who have signed the test security affidavit, including employees directly responsible for test administration. All district and test site coordinators shall be responsible for inventory control. (5 CCR 1211)

Administration

The Superintendent or designee shall administer the exit exam in each district high school on the dates designated by the Superintendent of Public Instruction as exam days or make-up days. (Education Code 60851)

The exit exam shall be administered as follows: (Education Code 60851; 5 CCR 1204, 1204.5)

1. Students shall take each section of the exit exam once per school year while in grade 10 either during the grade 10 census administration or the district-designated grade 10 make-up administration.

2. Students in grade 11 who have not yet passed one or both sections of the exit exam shall have up to two opportunities per year to take the section(s) of the exam not yet passed and may elect to take the exam during these opportunities. These students may be tested in successive administrations within a school year. Students should be offered appropriate remediation or supplemental instruction before being retested.

3. Students in grade 12 shall have at least three opportunities to take the section(s) of the exit exam not yet passed. Eligible students in grade 12 may elect to take the exam up to three times during the school year and may take the exam in successive administrations. Students should be offered appropriate remediation or supplemental instruction before being retested.

(cf. 6179 - Supplemental Instruction)

4. Adult students shall have up to three opportunities per year to take the section(s) of the exit exam not yet passed and may elect to take the exam during these opportunities. Students should be offered appropriate remediation or supplemental instruction before being retested.

(cf. 6200 - Adult Education)

If a student does not possess sufficient English language skills to be assessed on the exit exam, the Superintendent or designee may defer the exam requirement for a period of up to 24 calendar months of enrollment in the California public school system until the student has completed six months of instruction in reading, writing, and comprehension in the English language. (Education Code 60852)

(cf. 6174 - Education for English Learners)

Test administrators at the test sites shall be responsible for the accurate identification of eligible students to whom the exit exam is to be administered. This identification shall be made through the use of photo identification or positive recognition by an employee of the district. (5 CCR 1203)

Any student found to have cheated, assisted others in cheating, or compromised the security of the exit exam shall not receive a score from that test administration. (5 CCR 1220)

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

Testing Variations for All Students

The Superintendent or designee may provide any student taking the exit exam with extra time within a testing day, simplified or clarified test directions, and/or student marks (other than responses) including highlighting in test booklets. (5 CCR 1215)

A student may also be provided the following testing variations if they are regularly used in the classroom: (5 CCR 1215)

1. Special or adaptive furniture
2. Special lighting, special acoustics, visual magnifying, or audio amplification equipment
3. An individual carrel or study enclosure
4. Testing of individual students in a separate room provided that the student is directly supervised by an employee who has signed the test security affidavit
5. Colored overlay, mask, or other means to maintain visual attention to the exam or test items
6. Manually Coded English or American Sign Language to present directions for test administration

At least 30 working days before the proposed administration of the exit exam, the Superintendent or designee shall submit a request to the CDE for a case-by-case review of a proposed variation that is not specified in law. The request shall include a description of the requested variation(s) and, if applicable, a certification that the student's individualized education program (IEP) or Section 504 plan specifies that the requested variation is appropriate and necessary to access the exam due to the student's identified disability(ies) and that such variation is currently listed in his/her IEP or Section 504 plan. (5 CCR 1218)

Testing Variations for English Language Learners

In addition to testing variations allowed for all students, identified English language learners may be allowed the following testing variations if regularly used in the classroom or for assessments: (5 CCR 1217)

1. Flexible setting: English language learners may have the opportunity to be tested in a separate room with other English language learners provided that the students are directly supervised by an employee who has signed the test security affidavit.
2. Flexible schedule: English learners may have additional supervised breaks within a testing day.
3. Flexible time: English learners may have extra time on the exam within a testing day.
4. Translated directions: English learners may have the opportunity to hear the test directions printed in the test contractor's manual translated into their primary language. English learners may have the opportunity to ask clarifying questions about the test directions in their primary language.
5. Glossaries: English learners may have access to translation glossaries (English to primary language and/or primary language to English). The glossaries are to include only the English words or phrases with the corresponding primary language words or phrases. The glossaries shall include no definitions, formulas, or parts of speech.

Accommodations/Modifications for Students with Disabilities

A student with disabilities shall be permitted to take the exit exam with accommodations or modifications when the student's IEP or his/her Section 504 plan specifies their use on the exit exam, for standardized testing, or during classroom instruction and assessments. (Education Code 60850; 5 CCR 1215.5, 1216)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

The use of accommodations shall not invalidate a student's test score(s).

Accommodations may include: (5 CCR 1215.5)

1. Presentation accommodations, including large-print versions in 20-point font, exam items enlarged if larger than 20-point font is required, Braille transcriptions provided by the test contractor, audio or oral presentation of the mathematics section of the exam, or use of Manually Coded English or American Sign Language to present test questions on the mathematics section of the exam
2. Response accommodations, including responses marked in the test booklet and transferred to the answer document by an employee who has signed the test security affidavit; responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe for selected-response items (e.g., multiple-choice test questions);

responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter on the writing portion of the exam and the student indicates all spelling and language conventions; word processing software with spell and grammar check tools turned off on the writing portion of the exam; or an assistive device that does not interfere with the independent work of the student on the multiple-choice or writing portion of the exit exam

3. Scheduling/timing accommodations, including testing over more than one day after consultation with the test contractor, supervised breaks within a section of the exam, and administration of the exam at the most beneficial time of day to the student after consultation with the test contractor

4. Setting accommodations, including tests administered by a test examiner to a student at home or in the hospital

For purposes of receiving a high school diploma, the use of modifications shall invalidate a student's test score for the section of the exam for which the modification(s) were used. If the score is equivalent to a passing score, the student may be eligible for a waiver, as detailed below. Modifications may include: (5 CCR 1216)

1. Arithmetic table, calculators, or math manipulatives on the mathematics section of the exit exam

2. Audio or oral presentation of the English language arts section of the exit exam

3. Manually Coded English or American Sign Language to present test questions on the English language arts section of the exit exam

4. Spell checkers, grammar checkers, or word processing software programs that check or correct spelling and/or grammar on the writing portion of the exit exam

5. Mechanical or electronic devices or other assistive devices that are not used solely to record the student's responses including, but not limited to, transcribers, scribes, voice recognition or voice-to-text software, and that identify a potential error in the student's response or that correct spelling, grammar, or conventions on the writing portion of the exit exam

6. Responses dictated orally, in Manually Coded English, or in American Sign Language to provide an essay response to a scribe and the scribe provides spelling, grammar, and language conventions

7. Dictionary on any section of the exam

Waiver for Students with Disabilities

The parent/guardian of a student with disabilities who has taken any section of the exit

exam with one or more modifications and has received the equivalent of a passing score may request that his/her child receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit a request for a waiver to the Governing Board. The Board may waive the requirement to successfully pass the exit exam if the principal certifies that the student has all of the following: (Education Code 60851)

1. An IEP or Section 504 plan in place that requires the accommodations or modifications to be provided to the student when taking the exit exam
2. Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam
3. An individual score report showing that the student has received the equivalent of a passing score on the exit exam while using a modification that fundamentally alters what the exam measures as determined by the State Board of Education

In order to protect the student's privacy rights, the waiver request shall be considered in closed session. Final Board action on the waiver request shall be taken in open session and shall be a matter of public record. The student's name shall not be disclosed in open session.

(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

The principal or designee shall notify parents/guardians of students with disabilities about the criteria and process for applying for a waiver of the requirement to successfully pass the exit exam.

Each year, the Superintendent or designee shall provide the CDE with data regarding students with disabilities and the district's waiver process as specified in 5 CCR 1207.1.

Records

The Superintendent or designee shall maintain a summary data file of all students who participate in each test administration. This summary data file shall include the following information for the English language arts section and the mathematics section for each administration: (5 CCR 1205)

1. The date on which each section of the exam was taken
2. The full name of each student who took each section of the exam
3. The grade level of each student at the time each section of the exam was taken

4. Whether each student has satisfied the requirement to successfully pass each section of the exam

In addition, the Superintendent or designee shall provide the test contractor with the student demographic information specified in 5 CCR 1207.

Within 60 days of receiving electronic data files from the test contractor, the Superintendent or designee shall enter the following information in each student's permanent record: (5 CCR 1206)

1. The date on which the student took each section of the exam
2. Whether the student has satisfied the requirement to successfully pass each section of the exam

(cf. 5125 - Student Records)

Notifications

At the beginning of each school year, the Superintendent or designee shall provide written notification of the exit exam requirement to all students in grades 9-12 and to their parents/guardians. Such notification shall also be provided to any student who transfers into the district after the beginning of the school year at the time of the student's transfer. The notification shall include, at a minimum, the date of the exam, the requirements for passing the exam, and the consequences of not passing the exam, and shall inform the parent/guardian that passing the exam is a condition of graduation. The Superintendent or designee shall maintain documentation that the parent/guardian of each student has been sent this written notification. (Education Code 48980, 60850; 5 CCR 1208)

(cf. 5145.6 - Parental Notifications)

(cf. 6146.1 - High School Graduation Requirements)

Prior to each administration of the exit exam, the Superintendent or designee shall notify students of the provisions of 5 CCR 1220 related to the consequences of cheating. (5 CCR 1220)

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: April 1, 2009 Antelope, California

*Center Joint Unified School District***AGENDA REQUEST FOR:****Dept./Site:** Superintendent's Office**Action Item** X **To:** Board of Trustees**Information Item** **Date:** February 3, 2010**# Attached Pages** **From:** Scott A. Loehr, Superintendent**Principal/Administrator Initials:** **SUBJECT: First Reading: Board Policies/Regulations/Exhibits
(Significant Changes)**

Replace	BP	6145	Extracurricular and Cocurricular Activities
Replace	BP	6145.2	Athletic Competition
Replace	BP/AR	6161.1	Selection and Evaluation of Instructional Materials
Add	E	6161.1	Selection and Evaluation of Instructional Materials
Replace	BP/AR	6173.1	Education for Foster Youth
Add	BP/AR	6173.2	Education of Children of Military Families

RECOMMENDATION: CUSD Board of Trustees approve the first reading of presented policies/regulations/exhibits.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

Note: Education Code 35160.5 mandates boards to adopt policy establishing eligibility requirements for student participation in extracurricular and cocurricular activities in grades 7-12.

The Governing Board recognizes that extracurricular and cocurricular activities enrich the educational and social development and experiences of students. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

No extracurricular or cocurricular program or activity shall be provided or conducted separately, and no district student's participation in extracurricular and cocurricular activities shall be required or refused, based on the student's sex, gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. Requirements for participation in extracurricular and cocurricular activities shall be limited to those that are essential to the success of the activity. (5 CCR 4925)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Any complaint regarding the district's extracurricular and cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Note: The California Supreme Court in Hartzell v. Connell rendered the assessment of fees for extracurricular activities illegal. Districts may charge fees for activities which have no direct tie to the educational program, such as dances and football games. Districts are advised to seek legal counsel before charging for any activity which may be construed as related to the educational program.

No student shall be prohibited from participating in extracurricular and cocurricular activities related to the educational program because of inability to pay fees associated with the activity.

(cf. 3260 - Fees and Charges)

Eligibility Requirements

Note: Education Code 35160.5 requires students to demonstrate "satisfactory educational progress," as provided in items #1-2 below, in order to participate in extracurricular and cocurricular activities. However, pursuant to Education Code 35160.5, districts are authorized to adopt stricter academic eligibility criteria provided such action is taken at a public meeting in accordance with Education Code 35145. Districts that have adopted stricter criteria should modify the following paragraph accordingly.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7-12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale
2. Maintenance of minimum progress toward meeting high school graduation requirements

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

Note: The following optional paragraph allows for granting probation to ineligible students to the extent authorized by Education Code 35160.5.

The Superintendent or designee may grant ineligible students a probationary period of not more than one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation.

(cf. 6164.5 - Student Success Teams)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

Note: Education Code 48850, as amended by AB 81 (Ch. 76, Statutes of 2009), specifies that, when the residence of a student in foster care changes pursuant to a court order or decision of a child welfare worker, the student shall be immediately deemed to meet all residency requirements for participation in extracurricular activities and interscholastic sports; see AR 6173.1 - Education for Foster Youth.

In addition, pursuant to Education Code 49700-49701, as added by AB 343 (Ch. 237, Statutes of 2009), the Interstate Compact on Education Opportunity for Military Children is applicable to California school districts. Education Code 49700-49701 establish a uniform means of assisting children of "active duty military families" transferred from one state to another, by reducing or eliminating the barriers to their educational success caused by the frequent moves and deployments of their parents/guardians. Among other things, Education Code 49701 requires flexibility of districts' local rules to facilitate the enrollment, placement, advancement, eligibility for extracurricular activities, and on-time graduation of children of military personnel. See BP/AR 6173.2 - Education of Children of Military Families.

Any decision regarding the eligibility of any child in foster care or a child of a military family for extracurricular or cocurricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Student Conduct at Extracurricular/Cocurricular Events

Note: The following paragraph is **optional**. Pursuant to Education Code 35181, the Governing Board has authority to set expectations and/or rules for student attendance, academic performance, in-school behavior, and any other aspect of school life that it deems relevant to the proper governance of district schools.

When attending or participating in extracurricular and/or cocurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6145.2 - Athletic Competition)

Annual Policy Review

Note: Education Code 35160.5 requires annual review of this policy, as it relates to the participation of students in grades 7-12 in extracurricular and cocurricular activities. The following paragraph is **optional** for districts without any of grades 7-12.

The Board shall annually review this policy and implementing regulations.

Legal Reference: (see next page)

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

Legal Reference:

EDUCATION CODE

35145 *Public meetings*

35160.5 *District policy rules and regulations; requirements; matters subject to regulation*

35179 *Interscholastic athletics; associations or consortia*

35181 *Students' responsibilities*

48850 *Participation of foster youth in extracurricular activities and interscholastic sports*

48930-48938 *Student organizations*

49700-49704 *Education of children of military families*

CODE OF REGULATIONS, TITLE 5

350 *Fees not permitted*

4900-4965 *Nondiscrimination in elementary and secondary education programs receiving state financial assistance*

5531 *Supervision of extracurricular activities of pupils*

UNITED STATES CODE, TITLE 42

2000h-2-2000h-6 *Title IX, 1972 Education Act Amendments*

COURT DECISIONS

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009

WEB SITES

California Association of Directors of Activities: <http://www.cadal.org>

California Department of Education, Educational Options Office: <http://www.cde.ca.gov/ls/pf/mc>

California Department of Education, Foster Youth Services: <http://www.cde.ca.gov/ls/pf/fy/>

Board Policy

Extracurricular Activities

BP 6145
Instruction

Extracurricular activities include such things as going on an outing with a school/class organization, being a member of the cheerleading squad, drill team group, after school club activity, athletics, etc.

If a student is required to participate in an after school event for a part of his/her grade in a particular class, the activity shall not be considered extracurricular.

To be eligible to participate in extracurricular events, a student must:

1. Have at least a 2.0 grade point average on the report card the preceding quarter.
2. Have no "F" grade(s) on the report card the preceding quarter.
3. Have at least a 2.0 citizenship grade point average on his/her report card the preceding quarter.

Method of Compliance

The faculty advisor of said extracurricular activity is to use the same method of compliance as stated under Athletic Competition. The same rules and regulations apply to extracurricular activities as apply to athletic competition.

Supervision

Extracurricular activities shall be under the general supervision of school authorities and certificated employees or walk-on coaches whenever they are conducted under the name of the school district.

Legal Reference:

EDUCATION CODE

- 40 Equal opportunity without regard to sex
- 41 School sponsored athletic programs; prohibited sex discrimination
- 200-262 Prohibition of discrimination on the basis of sex
- 32050-32053 Hazing
- 33352 Supervision of physical education by State Department of Education
- 33353 California Interscholastic Foundation; governing board has power to select athletic league representatives

33353.5 California Interscholastic Foundation; direct participation in student athletic insurance program; limitation of receipt of funds
33354 Powers of State Department of Education over interscholastic athletics
35179 Powers and responsibilities of governing board over all aspects of interscholastic athletic programs, policies, and activities in its district; obligation to conform to law; associations; non-discriminatory programs; definitions
48930-48938 Student organizations
49020 Athletic programs: Legislative intent
49021 Equal opportunity for male and female students
49022 Apportionment of funds for male and female students
49023 Expenditure of public funds; prohibited sex discrimination
ADMINISTRATIVE CODE, TITLE 5
5531 Supervision of extracurricular activities of pupils
PENAL CODE
627 et seq. Access to school facilities
TITLE VIII - THE EQUAL ACCESS ACT (Federal)
Hartzell v. Connell, (1984) 35 Cal.3d 899

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: April 16, 1986 Antelope, California

ATHLETIC COMPETITION

Note: Pursuant to Education Code 35179, the Governing Board has control of and responsibility for all aspects of district interscholastic athletic policies, programs, and activities.

The Governing Board recognizes that the athletic program constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social, and emotional well-being and character development of participating students. The athletic program shall be designed to meet students' interests and abilities and be varied in scope to attract wide participation.

(cf. 3541.1 - Transportation for School-Related Trips)
(cf. 5137 - Positive School Climate)
(cf. 6142.7 - Physical Education)
(cf. 7110 - Facilities Master Plan)

Nondiscrimination and Equivalent Opportunities in the Athletic Program

Note: Pursuant to Education Code 35179, the Board is responsible for ensuring that district and interscholastic athletic policies, programs, and activities are in compliance with federal and state law. Gender equity and nondiscrimination in district and interscholastic athletic programs and activities are governed by both federal and state laws (Title IX, 20 USC 1681-1688; Education Code 200-262.4; 5 CCR 4900-4965). See also the accompanying administrative regulation.

The district's athletic program shall be free from discrimination and discriminatory practices in accordance with state and federal law. The Superintendent or designee shall ensure that equivalent athletic opportunities are provided for both sexes.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

Any complaint regarding the district's athletic program shall be filed in accordance with the district's uniform complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Sportsmanship

Note: In November 1999, the California Interscholastic Federation (CIF) adopted a set of principles entitled Pursuing Victory with Honor to guide participants in interscholastic athletic competitions. Districts that are not affiliated with the CIF may delete or modify the following optional section to reflect district practice.

The Board values the quality and integrity of the athletic program and the ethical well-being and character development of student athletes. Student athletes, coaches, parents/guardians,

ATHLETIC COMPETITION (continued)

spectators, and others are expected to demonstrate good sportsmanship, ethical conduct, and fair play during all athletic competitions. They shall also abide by the core principles of trustworthiness, respect, responsibility, fairness, caring, and good citizenship and the Codes of Conduct adopted by the California Interscholastic Federation (CIF).

Students and staff may be subject to disciplinary action for improper conduct.

(cf. 3515.2 - Disruptions)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.4 - Student Disturbances)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

California Interscholastic Federation

Note: The following section is for districts that maintain grades 9-12. Pursuant to Education Code 35179, district boards may join associations, such as the CIF, for the purpose of providing regional or statewide interscholastic athletic programs and activities. Pursuant to Education Code 33353, the CIF is responsible for regulating secondary school athletic programs, including establishing rules for participation, under the general direction of school boards.

The Board maintains membership in the CIF and requires that interscholastic athletic activities be conducted in accordance with Board policy, administrative regulation, and CIF bylaws and rules. The Superintendent or designee shall have responsibility for the district's interscholastic athletic program, while the principal or designee at each participating school shall be responsible for site-level decisions, as appropriate.

Upon recommendation of the Superintendent, the Board shall annually designate an employee from each high school to serve as a representative to the local CIF league. Appointees shall represent the district in performing all duties required by the CIF league. In making this selection, the Board shall consider the employee's understanding of the district's goals for interscholastic and extracurricular activities, knowledge of the athletic programs, awareness of the implications of league decisions for the school and the district, and individual interpersonal communication and leadership skills.

The Superintendent or designee shall ensure that the district representatives to the CIF report regularly to the Board on league, section, and statewide issues, as well as activities and prospective actions related to athletics.

ATHLETIC COMPETITION (continued)

Student Eligibility

The first priority of student athletes shall be a commitment to their education and academic achievement.

(cf. 6011 - Academic Standards)

Note: AB 81 (Ch. 76, Statutes of 2009) amended Education Code 48850 to specify that, when the residence of a student in foster care changes pursuant to a court order or decision of a child welfare worker, the student shall be deemed to meet all residency requirements for participation in extracurricular activities and interscholastic sports. See BP/AR 6173.1 - Education for Foster Youth.

In addition, pursuant to Education Code 49700-49704, as added by AB 343 (Ch. 237, Statutes of 2009), the Interstate Compact on Education Opportunity for Military Children is applicable to California school districts. Education Code 49700-49701 establish a uniform means of assisting children of "active duty military families" transferred from one state to another, by reducing or eliminating the barriers to their educational success caused by the frequent moves and deployments of their parents/guardians. Among other things, Education Code 49701 requires flexibility of districts' local rules to facilitate the enrollment, placement, advancement, eligibility for extracurricular activities, and on-time graduation of children of military personnel. See BP/AR 6145 - Extracurricular and Cocurricular Activities and BP/AR 6173.2 - Education of Children of Military Families.

Eligibility requirements for participation in the district's interscholastic athletic program, including eligibility for a child in foster care or a child of a military family, are the same as those set by the district for participation in extracurricular and cocurricular activities.

(cf. 3530 - Risk Management/Insurance)

(cf. 5111.1 - District Residency)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

In addition, the Superintendent or designee shall ensure that students participating in interscholastic athletics governed by the CIF satisfy CIF eligibility requirements.

Health and Safety

Note: CIF bylaws stipulate a communicable disease procedure to follow when handling student injuries during competition, including the use of universal precautions.

The Board desires to give student health and safety the highest consideration in planning and conducting athletic activities. Universal precautions shall be observed when injuries occur.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

ATHLETIC COMPETITION (continued)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.22 - Infectious Diseases)

Students shall have a medical clearance before participating in interscholastic athletic programs. Care shall be taken to ensure that all athletic trainings and competitions are conducted in a manner that will not overtax the physical capabilities of the participants. When appropriate, protective equipment shall be used to prevent or minimize injuries.

(cf. 5131.61 - Drug Testing)
(cf. 5131.63 - Steroids)
(cf. 5141.3 - Health Examinations)
(cf. 5143 - Insurance)

Coaches and appropriate district employees shall take every possible precaution to ensure that athletic equipment is kept in safe and serviceable condition. The Superintendent or designee shall ensure that all athletic equipment is cleaned and inspected for safety before the beginning of each school year.

(cf. 5142 - Safety)

Supervision

All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, training, and preparation for competition. Athletic events shall be officiated by qualified personnel.

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex
270-271 Athletes' Bill of Rights
17578 Cleaning and sterilizing of football equipment
17580-17581 Football equipment
32221.5 Required insurance for athletic activities
33353-33353.5 California Interscholastic Federation; implementation of policies, insurance program
33354 California Department of Education authority over interscholastic athletics
35160.5 District policies; rules and regulations
35161 Powers and duties generally
35179 Interscholastic athletics
48850 Interscholastic athletics; students in foster care

Legal Reference continued: (see next page)

ATHLETIC COMPETITION (continued)

Legal Reference: (continued)

EDUCATION CODE (continued)

48900 Grounds for suspension and expulsion

48930-48938 Student organizations

49020-49023 Athletic programs; legislative intent, equal opportunity

49030-49034 Performance-enhancing substances

49700-49701 Education of children of military families

60850-60859 High school exit examination

PENAL CODE

245.6 Hazing

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

5531 Supervision of extracurricular activities of students

5590-5596 Employment of noncertificated coaches

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX

CODE OF FEDERAL REGULATIONS, TITLE 34

106.31-106.42 Discrimination on the basis of sex in education programs or activities prohibited

COURT DECISIONS

Kahn v. East Side Union High School District, (2004) 31 Cal. 4th 990t

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

CSBA PUBLICATIONS

A School Board Member's Guide to CIF and Interscholastic Sports, 1997

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009

CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS

A Guide to Equity (Equity Handbook)

Pursuing Victory with Honor, 1999

California Interscholastic Federation Constitution and Bylaws

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Interscholastic Federation: <http://www.cifstate.org>

National Federation of State High School Associations: <http://www.nfhs.org>

National Operating Committee on Standards for Athletic Equipment: <http://www.nocsae.org>

Board Policy

Athletic Competition

BP 6145.2

Instruction

The Governing Board recognizes that the athletic program constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social, and emotional well-being and character development of participating students. The athletic program shall be designed to meet students' interests and abilities and be varied in scope to attract wide participation.

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 5137 - Positive School Climate)

(cf. 6142.7 - Physical Education)

(cf. 7110 - Facilities Master Plan)

Nondiscrimination and Equivalent Opportunities in the Athletic Program

The district's athletic program shall be free from discrimination and discriminatory practices in accordance with state and federal law. The Superintendent or designee shall ensure that equivalent athletic opportunities are provided for both sexes.

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Any complaint regarding the district's athletic program shall be filed in accordance with the district's uniform complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Sportsmanship

The Board values the quality and integrity of the athletic program and the ethical well-being and character development of the student athletes. Student athletes, coaches, parents/guardians, spectators, and others are expected to demonstrate good sportsmanship, ethical conduct, and fair play during all athletic competitions. They shall also abide by the core principles of trustworthiness, respect, responsibility, fairness, caring, and good citizenship and the Codes of Conduct, as adopted by the California Interscholastic Federation (CIF) in its publication "Pursuing Victory with Honor."

Students and staff may be subject to disciplinary action for improper conduct.

(cf. 3515.2 - Disruptions)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5131.4 - Student Disturbances)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

California Interscholastic Federation

The Board maintains membership in the CIF and requires that interscholastic athletic activities be conducted in accordance with Board policy, administrative regulation, and CIF bylaws and rules. The Superintendent or designee shall have responsibility for the district's interscholastic athletic program, while the principal or designee at each participating school shall be responsible for the site-level decisions, as appropriate.

The Board shall annually designate an employee from each high school to serve as a representative to the local CIF league. Appointees shall represent the district in performing all duties required by the CIF league. In making this selection, the Board shall consider the employee's understanding of the district's goals for interscholastic and extracurricular activities, knowledge of the athletic programs, awareness of the implications of league decisions for the school and the district, and individual interpersonal communication and leadership skills.

The Superintendent or designee shall ensure that the district representatives to the CIF report regularly to the Board on league, section, and statewide issues, as well as activities and prospective actions related to athletics.

Student Eligibility

The first priority of student athletes shall be a commitment to their education and performing well in the classroom.

(cf. 6011 - Academic Standards)

Eligibility requirements for participation in the district's interscholastic athletic program are the same as those set by the district for participation in extracurricular and cocurricular activities.

(cf. 3530 - Risk Management/Insurance)
(cf. 5111.1 - District Residency)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)

In addition, the Superintendent or designee shall ensure that students participating interscholastic athletic governed by the CIF satisfy CIF eligibility requirements.

Health and Safety

The Board desires to give student health and safety the highest consideration in planning and conducting athletic activities. Universal precautions shall be observed when injuries occur.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.22 - Infectious Diseases)

Students shall have a medical clearance before participating in the interscholastic athletic program. Care shall be taken to ensure that all athletic trainings and competitions are conducted in a manner that will not overtax the physical capabilities of the participants. When appropriate, protective equipment shall be used to prevent or minimize injuries.

(cf. 5131.61 - Drug Testing)

(cf. 5131.63 - Steroids)

(cf. 5141.3 - Health Examinations)

(cf. 5143 - Insurance)

Coaches and appropriate district employees shall take every possible precaution to ensure that athletic equipment is kept in safe and serviceable condition.

Supervision

All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, training, and preparation for competition. Athletic events shall be officiated by qualified personnel.

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

270-271 Athletes' Bill of Rights

17580-17581 Football equipment

32221.5 Required insurance for athletic activities

33353-33353.5 California Interscholastic Federation; implementation of policies, insurance program

33354 CDE authority over interscholastic athletics

35160.5 District policies; rules and regulations
35161 Powers and duties generally
35179 Interscholastic athletics
48900 Grounds for suspension and expulsion
48930-48938 Student organizations
49020-49023 Athletic programs; legislative intent, equal opportunity
49030-49034 Performance-enhancing substances
60850-60859 High school exit examination
PENAL CODE
245.6 Hazing
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs
5531 Supervision of extracurricular activities of students
5590-5596 Employment of noncertificated coaches
UNITED STATES CODE, TITLE 20
1681-1688 Discrimination based on sex or blindness, Title IX
CODE OF FEDERAL REGULATIONS, TITLE 34
106.31-106.42 Discrimination on the basis of sex in education programs or activities prohibited
COURT DECISIONS
Kahn v. East Side Union High School District, (2004) 31 Cal.4th 990
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CSBA PUBLICATIONS

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CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS

A Guide to Equity (Equity Handbook)

Pursuing Victory with Honor, 1999

California Interscholastic Federation Constitution and Bylaws, 1996-97

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Equal Opportunity and Access:

<http://www.cde.ca.gov/re/di/eo>

California Interscholastic Federation: <http://www.cifstate.org>

National Federation of State High School Associations: <http://www.nfhs.org>

National Operating Committee on Standards for Athletic Equipment:

<http://www.nocsae.org>

Policy CENTER UNIFIED SCHOOL DISTRICT

adopted: June 20, 2007 Antelope, California

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of those contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

Note: Adoption of textbooks and other instructional materials, as defined in Education Code 60010, is the responsibility of the Governing Board. For grades K-8, if a district wants to use state instructional materials allowances to purchase those materials, Education Code 60200 requires the Board to select materials from among those approved by the State Board of Education (SBE). For grades 9-12, Education Code 60400 and 60411 authorize the Board to select the district's materials, provided that such materials meet criteria specified in law.

See the accompanying administrative regulation for required and optional criteria for the selection of instructional materials. See BP 6161.11 - Supplementary Instructional Materials and BP/AR 6163.1 - Library Media Centers for selection processes regarding supplementary materials.

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the diversity of our society, and enhance the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are aligned with the state content standards, meet other criteria specified in law, and are an effective learning resource to help students achieve grade-level competency.

(cf. 6000 - Concepts and Roles)

(cf. 9000 - Role of the Board)

To ensure that instructional materials effectively support the district's adopted courses of study, the selection of textbooks, technology-based materials, other educational materials, and tests shall be aligned with the development and evaluation of the district's curriculum and standards.

(cf. 0440 - District Technology Plan)

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6161 - Equipment, Books and Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.5 - Student Assessment)

(cf. 6163.1 - Library Media Centers)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board.

Note: Pursuant to Education Code 60002, the Board must provide for "substantial" teacher involvement in the selection of instructional materials and must promote the involvement of parents/guardians and other members of the community in the selection of instructional materials. The Education Code does not define "substantial." See the accompanying administrative regulation for a sample selection process. The following paragraph may be revised to reflect district practice.

This process shall involve teachers in a substantial manner and shall also encourage the participation of parents/guardians and community members. (Education Code 60002)

All recommended instructional materials shall be available for public inspection at the district office.

(cf. 5020 - Parent Rights and Responsibilities)

Individuals who participate in selecting and evaluating instructional materials shall not have a conflict of interest, as defined in administrative regulation, in the materials being reviewed.

(cf. 9270 - Conflict of Interest)

Note: Complaints regarding the contents of instructional materials are addressed in BP/AR 1312.2 - Complaints Concerning Instructional Materials. See AR 1312.4 - Williams Uniform Complaint Procedures for language regarding complaints about deficiencies in instructional materials.

Complaints concerning instructional materials shall be handled in accordance with law, Board policy, and administrative regulation.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Note: Education Code 60420-60424, the Instructional Materials Funding Realignment Program (IMFRP), provide a block grant for instructional materials with a priority on providing materials that are aligned to state standards in the four core courses of reading/language arts, mathematics, science, and history-social science.

As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 authorizes districts that have accepted categorical flexibility to use funds received for the IMFRP between the 2008-09 through 2012-13 fiscal years for "any educational purpose"; see BP 3110 - Transfer of Funds. Education Code 42605 provides that such districts shall then be deemed in compliance with all statutory and regulatory requirements, except for certain specified requirements including Education Code 60119. Therefore, during

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

this flexibility period, districts do not need to certify, as required by Education Code 60422 and 5 CCR 9531, that each student has been provided with standards-aligned textbooks or instructional materials. However, districts still must comply with the requirements of Education Code 60119, including ensuring that each student is provided with standards-aligned instructional materials and holding a hearing regarding sufficiency of materials.

The Board's priority in the selection of instructional materials is to ensure that all students in grades K-12 are provided with instructional materials that are aligned to state content standards in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. Students in grades K-8 shall be provided with instructional materials adopted by the State Board of Education.

Note: SBE Policy on Guidelines for Piloting Textbooks and Instructional Materials notes that piloting instructional materials is a frequent part of the adoption process in many districts. The SBE guidelines provide a sample process that addresses the selection of materials to pilot, a chronology of the process, and additional considerations, such as conflicts of interest, contacts with publishers, and consideration of standards maps.

The district may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

Public Hearing on Sufficiency of Instructional Materials

Note: Education Code 60119 requires the Board to hold a public hearing on the sufficiency of instructional materials to determine whether each student in the district has sufficient textbooks or instructional materials in reading/language arts, mathematics, science, and history-social science that are aligned to content standards and consistent with the content and cycles of the curriculum framework adopted by the SBE.

As part of the settlement of the Williams litigation, Education Code 1240 requires the County Superintendent of Schools to review the instructional materials of schools ranked in Deciles 1-3 of the Academic Performance Index. If the County Superintendent determines that a school does not have sufficient materials, he/she must prepare a report outlining the noncompliance and give the district a chance to remedy the deficiency. If the deficiency is not remedied by the district by the second month of the school year, the County Superintendent may request that the California Department of Education (CDE) purchase textbooks and materials for the district, and the cost must be repaid by the district. The CDE will issue a public statement at the first regularly scheduled meeting of the SBE indicating the district's failure to provide instructional materials.

The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials. (Education Code 60119)

Note: Education Code 60119 specifies that the hearing must be held within eight weeks of the beginning of the school year. Option 1 is for use by districts without any schools on a multitrack year-round calendar. Option 2 is for use by districts with schools on a multitrack year-round calendar.

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

OPTION 1: The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

~~**OPTION 2:** The hearing shall be held on or before the end of the eighth week from the first day of the school year of any district school that operates on a multitrack year-round calendar that begins its school year in August or September. (Education Code 60119)~~

Note: The remainder of this policy applies to districts that selected either option.
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The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. The Superintendent or designee shall post, 10 days prior to the hearing and in three public places within the district, a notice containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

(cf. 9322 - Agenda/Meeting Materials)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school has sufficient textbooks and/or instructional materials that are aligned to the state content standards adopted pursuant to Education Code 60605 in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program

Note: Pursuant to Education Code 60119, the Board must also make a written determination during the hearing as to the sufficiency of textbooks or instructional materials in foreign language and health courses, as well as science laboratory equipment in science laboratory courses. A district's provision of the materials or the equipment in these courses is not a condition for receipt of state instructional materials funds. Districts without any of grades 9-12 should delete the last sentence of the following paragraph.
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The Board shall also make a written determination as to whether each student enrolled in a foreign language or health course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the state curriculum frameworks. The Board shall determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

Note: In addition to the definition of "sufficiency" in Education Code 60119, Education Code 1240.3 and 42605, as added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), specify that, for the 2008-09 through 2012-13 fiscal years, "sufficiency" means that all students in the district who are enrolled in the same course have "identical" standards-aligned textbooks and instructional materials from the same adoption cycle. As amended, Education Code 1240.3 does not require districts to purchase all of the instructional materials included in an adoption cycle if the materials that are purchased are made available to all the students for whom they are intended in all of the schools within the district.

For example, fourth-grade students at all district schools must have textbooks and instructional materials from the same SBE Reading/Language Arts adoption cycle, though fourth-grade students at different schools could be using different materials within the same adoption cycle (e.g., fourth-grade materials from different publishers may be used at different schools if all of the materials are from the 2002 adoption cycle, but one school cannot use fourth-grade materials from the 2002 Reading/Language Arts adoption cycle and another school use materials from the 2008 adoption cycle). However, a district may use materials from the 2002 adoption cycle for grades K-3 and materials from the 2008 cycle for grades 4-8 since those students are not in the same "course."

For the 2008-09 through 2012-13 fiscal years, the Board shall also make a determination that all students within the district who are enrolled in the same course have "identical" standards-aligned textbooks or instructional materials from the same adoption cycle, as defined in Education Code 1240.3, 60119, and 60422. (Education Code 1240.3, 42605)

Note: Pursuant to Education Code 60119, if the Board makes a determination that there are insufficient textbooks and/or instructional materials, the Board must take action to ensure that the textbooks are provided within two months of the beginning of the school year. According to various state agencies, if the Board takes action at the hearing to provide the textbooks (i.e., directs staff to order the textbooks), then the timelines in law have been satisfied. However, districts are strongly encouraged to hold the public hearing as early in the school year as possible in order to provide sufficient time to correct any deficiencies.

If the Board determines that there are insufficient textbooks and/or instructional materials, the Board shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

Legal Reference: (see next page)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

Legal Reference:

EDUCATION CODE

1240 County superintendent, general duties
1240.3 Definition of sufficiency for categorical flexibility
33050-33053 General waiver authority
33126 School accountability report card
35272 Education and athletic materials
42605 Tier 3 categorical flexibility
44805 Enforcement of course of studies; use of textbooks, rules and regulations
49415 Maximum textbook weight
51501 Subject matter reflecting on race, color, etc.
60000-60005 Instructional materials, legislative intent
60010 Definitions
60040-60048 Instructional requirements and materials
60060-60062 Requirements for publishers and manufacturers
60070-60076 Prohibited acts (re instructional materials)
60110-60115 Instructional materials on alcohol and drug education
60119 Public hearing on sufficiency of materials
60200-60206 Elementary school materials
60226 Requirements for publishers and manufacturers
60240-60252 State Instructional Materials Fund
60350-60352 Core reading program instructional materials
60400-60411 High school textbooks
60420-60424 Instructional Materials Funding Realignment Program
60510-60511 Donation for sale of obsolete instructional materials
60605 State content standards
CODE OF REGULATIONS, TITLE 5
9505-9535 Instructional materials, especially:
9531-9532 Instructional Materials Funding Realignment Program

Management Resources:

CSBA PUBLICATIONS

Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance Teams, Budget Advisory, March 2009

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

1002.90 Selection of Instructional Materials, CIL: 90/91-02

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Standards for Evaluation of Instructional Materials with Respect to Social Content, 1986 edition, revised 2000

WEB SITES

CSBA: <http://www.csba.org>

Association of American Publishers: <http://www.publishers.org>

California Department of Education: <http://www.cde.ca.gov>

Board Policy

Selection And Evaluation Of Instructional Materials

BP 6161.1

Instruction

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the diversity of our society, and enhance the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are aligned with the state content standards, meet other criteria specified in law, and are an effective learning resource to help students achieve grade-level competency.

(cf. 6000 - Concepts and Roles)

(cf. 9000 - Role of the Board)

To ensure that instructional materials effectively support the district's adopted courses of study, the selection of textbooks, technology-based materials, other educational materials, and tests shall be aligned with the development and evaluation of the district's curriculum and standards.

(cf. 0440 - District Technology Plan)

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6161 - Equipment, Books and Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.5 - Student Assessment)

(cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. This process shall involve teachers in a substantial manner and shall also encourage the participation of parents/guardians and community members.

All recommended instructional materials shall be available for public inspection at the district office.

(cf. 5020 - Parent Rights and Responsibilities)

Individuals who participate in selecting and evaluating instructional materials shall not have a conflict of interest in the materials being reviewed, as defined in administrative regulation.

(cf. 9270 - Conflict of Interest)

Complaints concerning instructional materials shall be handled in accordance with law, Board policy, and administrative regulation.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

In accordance with the Instructional Materials Funding Realignment Program, the Board's priority in the selection of instructional materials is to ensure that all students in grades K-12 are provided with instructional materials that are aligned to state content standards in the core curriculum areas of reading/language arts, mathematics, science, and history/social science. Students in grades K-8 shall be provided with instructional materials adopted by the State Board of Education.

When the Board determines that standards-aligned textbooks and instructional materials have been provided to all students in accordance with Education Code 60422, it shall so certify. A copy of the certification shall be kept on file in the district office.

The Superintendent or designee shall ensure that the district satisfies the criteria necessary to access funds under the state's Pupil Textbook and Instructional Materials Incentive Account pursuant to Education Code 60252.

The district may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

Public Hearing on Sufficiency of Instructional Materials

The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials. At the hearing(s), the Board shall determine, through a resolution, whether each student in each school has sufficient textbooks and/or instructional materials that are aligned to the state content standards adopted pursuant to Education Code 60605 in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History/social science
4. English language arts, including the English language development component of an adopted program

The Board shall also make a written determination as to whether each student enrolled in a foreign language or health course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the state curriculum frameworks. The Board shall determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

The hearing shall take place on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. The Superintendent or designee shall post, 10 days prior to the hearing and in three public places within the district, a notice containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

(cf. 9322 - Agenda/Meeting Materials)

If the Board determines that there are insufficient textbooks and/or instructional materials, the Board shall provide information to classroom teachers and to the public, setting forth for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area, and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

Legal Reference:

EDUCATION CODE

1240 County superintendent, general duties

33050-33053 General waiver authority

33126 School accountability report card

35272 Education and athletic materials

44805 Enforcement of course of studies; use of textbooks, rules and regulations

49415 Maximum textbook weight

51501 Subject matter reflecting on race, color, etc.

60000-60005 Instructional materials, legislative intent

60010 Definitions

60040-60048 Instructional requirements and materials

60060-60062 Requirements for publishers and manufacturers

60070-60076 Prohibited acts (re instructional materials)

60110-60115 Instructional materials on alcohol and drug education

60119 Public hearing on sufficiency of materials

60200-60206 Elementary school materials
60226 Requirements for publishers and manufacturers
60240-60252 State Instructional Materials Fund
60350-60352 Core reading program instructional materials
60400-60411 High school textbooks
60420-60424 Instructional Materials Funding Realignment Program
60510-60511 Donation of sale of obsolete instructional materials
60605 State content standards
CODE OF REGULATIONS, TITLE 5
9505-9535 Instructional materials, especially:
9531-9532 Instructional Materials Funding Realignment Program

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES
1002.90 Selection of Instructional Materials, CIL: 90/91-02
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Standards for Evaluation of Instructional Materials with Respect to Social Content, 1986
edition, revised 2000
STATE BOARD OF EDUCATION POLICY
01-05 Guidelines for Piloting Textbooks and Instructional Materials, September 2001
CSBA PUBLICATIONS
Maximizing School Board Leadership: Student Learning and Achievement, 1996
WEB SITES
CSBA: <http://www.csba.org>
Association of American Publishers: <http://www.publishers.org>
California Department of Education: <http://www.cde.ca.gov>
California State Board of Education: <http://www.cde.ca.gov/be>

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

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs and provides that districts are deemed in compliance with the program and funding requirements for these programs for the 2008-09 through 2012-13 fiscal years. As a result of this flexibility, the district may choose to temporarily suspend certain provisions of the following policy or administrative regulation that reflect those requirements. However, this flexibility does not affect or alter any existing contract or bargaining agreement that the district may have in place. Thus, districts should examine the terms of these contracts and agreements and consult with district legal counsel for additional guidance. Also see BP 2210 - Administrative Discretion Regarding Board Policy.

Instructional Materials Funding Realignment Program

Note: The following optional section reflects the criteria of the Instructional Materials Funding Realignment Program (IMFRP) (Education Code 60420-60424). Funding available under the program must first be used to provide all K-12 students with materials that are aligned to state content standards for specified core curriculum areas. Specific priorities for the use of funds are delineated in 5 CCR 9531.

As added by SB 247 (Ch. 209, Statutes of 2009), Education Code 60422.1 authorizes IMFRP funding to be used to purchase standards-aligned materials in either an electronic or hard-bound format as long as the district can ensure, in accordance with Education Code 60119, that each student will be provided a copy of the instructional material to use at school and at home.

The district shall use state funds received under the Instructional Materials Funding Realignment Program to ensure that each student is provided with standards-aligned textbooks or instructional materials, in an electronic or hard-bound format, in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. (Education Code 60422, 60422.1)

Note: Education Code 60422 requires that students be provided with standards-aligned textbooks or basic instructional materials within 24 months from the adoption date of the materials. For grades K-8, each student is to be provided with materials adopted by the State Board of Education (SBE) and for grades 9-12 each student is to be provided materials adopted by the district's Governing Board. Thus, for grades K-8 materials, the adoption deadline is within 24 months of adoption by the SBE and for grades 9-12 the deadline is within 24 months of adoption by the local Board. The following paragraph should be revised to reflect grade levels offered by the district.

Pursuant to Education Code 60200(g) and 60421(d), the SBE may authorize a district, through the waiver process pursuant to Education Code 33050, to use its state instructional materials allowances to purchase other standards-aligned instructional materials for grades K-8 that have not been adopted by the SBE. In order to receive this authorization, the Board must demonstrate to the SBE that the state-adopted materials do not promote the maximum efficiency of student learning in the district, satisfy the public hearing requirements for a waiver pursuant to Education Code 33050, and provide the certifications and assurances required by the SBE in its IMFRP petition request process. See BP 1431 - Waivers.

Instructional materials for grades K-8 shall be selected from the list of standards-aligned materials adopted by the State Board of Education (SBE). Instructional materials for grades 9-12 shall be adopted by the Governing Board. Standards-aligned materials in each core

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

curriculum area shall be provided to each student at the beginning of the first school term that commences no later than 24 months after those materials are adopted by the SBE or the Board, as applicable. (Education Code 60422)

(cf. 6011 - Academic Standards)

Note: 5 CCR 9531 no longer requires publishers of grades 9-12 instructional materials to submit standards maps designed to help the district determine whether the materials in the four core courses were aligned to the state content standards. However, Education Code 60422 still requires that the Board certify that the instructional materials purchased for grades 9-12 with IMFRP funds are standards-aligned. One way to make this determination is through a review of standards maps created by the California Department of Education (CDE). A template of the standards map is available on CDE's web site. The following optional paragraph should be modified to reflect district practice.

For grades 9-12, the Superintendent or designee shall review instructional materials in history-social science, mathematics, reading/language arts, and science using a standards map in order to determine the extent to which the materials are aligned to the content standards adopted by the SBE.

Note: After the Board has certified that all students have been provided with standards-aligned instructional materials in the core curriculum areas, the district may use any remaining IMFRP funds to purchase materials specified in Education Code 60242, including supplementary and technology-based materials. AB 1398 (Ch. 293, Statutes of 2009) amended Education Code 60010 to revise the definition of "technology-based materials" to include the electronic equipment required to use the materials if the equipment is to be used by teachers and students as a learning resource.

After the Board has certified that all students have been provided with standards-aligned instructional materials in the core curriculum areas, the district may use any remaining program funds for the purposes specified in Education Code 60242. (Education Code 60119, 60422)

Criteria for Selection and Adoption of Instructional Materials

Note: Item #1 below is for use by districts that offer any of grades K-8. Pursuant to Education Code 60200, the SBE is responsible for adopting at least five basic instructional materials for grades K-8 in language arts, mathematics, science, social science, bilingual or bicultural subjects, and any other subject for which the SBE determines the adoption of instructional materials is necessary or desirable. Education Code 60200 and 60200.1 prohibit the SBE from adopting basic instructional materials in English/language arts or mathematics for the same grade level in successive years. However, ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009) added Education Code 60200.7 to prohibit the SBE from adopting any instructional materials until the 2013-14 school year.

Instructional materials adopted by the Board shall:

1. For basic instructional materials in grades K-8, be selected from among the list of materials approved by the SBE in accordance with law (Education Code 60200)

(cf. 1431 - Waivers)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

Note: Item #2 below is for use by districts that maintain high schools.

2. For instructional materials in high schools, be provided by publishers who comply with the requirements of Education Code 60040-60048, 60060-60062, and 60226 (Education Code 60400)
3. Not reflect adversely upon persons because of their race, color, creed, national origin, ancestry, sex, disability, or occupation, or contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 60044)
4. To the satisfaction of the Board, be accurate, objective, current, and suited to the needs and comprehension of students at their respective grade levels (Education Code 60045)
5. With the exception of literature and trade books, use proper grammar and spelling (Education Code 60045)

Note: Education Code 60048 and 60200 require that the Board not adopt basic instructional materials that provide unnecessary exposure to a commercial brand name, product, or corporate or company logo, unless it makes specific findings that the use has an educational purpose or is incidental to the general nature of an illustration, as provided in item #6 below. The SBE publication Standards for Evaluation of Instructional Materials with Respect to Social Content details standards for the use of brand names and corporate logos in instructional materials.

6. Not provide any exposure to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60200, 60048)
 - a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by the SBE.
 - b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.

Note: Education Code 60040-60043 require that specific subject matter be included in the district's instructional materials. Education Code 60040 and 60041 contain requirements that instructional materials include accurate portrayals of (1) the cultural and racial diversity of our society as specified, (2) humanity's place in ecological systems and the need to protect the environment, and (3) the effects of tobacco, alcohol, and other drug use on the human system. Education Code 60042 requires the Board to adopt materials as it deems necessary to encourage thrift, fire prevention, and the humane treatment of animals and people.

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

Education Code 60043 requires that the Board, when appropriate to the comprehension of students, adopt textbooks for social science, history, or civics classes that contain the Declaration of Independence and the Constitution of the United States. If desired, the district may expand item #7 below to list these specific requirements.

7. Meet the requirements of Education Code 60040-60043 for specific subject content

Note: Items #8-17 below are **optional** and may be revised to reflect district practice. In its advisory CIL: 90/91-02, the CDE recommends that districts develop subject-specific criteria as well as general criteria.

8. Support the district's adopted courses of study and curricular goals

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)

9. Contribute to a comprehensive, balanced curriculum
10. Demonstrate reliable quality of scholarship as evidenced by:
- a. Accurate, up-to-date, and well-documented information
 - b. Objective presentation of diverse viewpoints
 - c. Clear, concise writing and appropriate vocabulary
 - d. Thorough treatment of subject
11. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels
12. Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills
13. Contribute to the proper articulation of instruction through grade levels
14. As appropriate, have corresponding versions available in languages other than English
15. Include high-quality teacher's guides
16. Meet high standards in terms of the quality, durability, and appearance of paper, binding, text, and graphics

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

Note: 5 CCR 9517.2 sets the following maximum weight standards for each student textbook: three pounds for grades K-4, four pounds for grades 5-8, and five pounds for grades 9-12. 5 CCR 9517.2 requires that publishers submitting textbooks to the SBE that exceed those weight standards shall provide lighter weight alternatives, such as split volumes or electronic editions, soft cover editions, or other alternate physical formats. For materials for grades 9-12, publishers must disclose the availability of lighter weight alternatives.

Item #17 below includes textbook weight as one of the criteria for Board consideration.

17. When available from the publishers, include options for lighter weight materials in order to help minimize any injury to students by the combined weight of instructional materials

Instructional Materials Evaluation Committee

Note: Education Code 60002 requires that the district provide for "substantial" teacher involvement in the selection of instructional materials. The following optional section is consistent with Education Code 60002 and may be revised to reflect district practice.

The Superintendent or designee may establish an instructional materials evaluation committee to evaluate and recommend instructional materials for Board approval. This committee shall substantially be composed of teachers and may also include administrators, other staff who have subject-matter expertise, parents/guardians, community members, and students as appropriate.

(cf. 1220 - Citizen Advisory Committees)

The committee shall review instructional materials using criteria provided above and in law, and shall provide the Board with documentation supporting its recommendations.

Conflict of Interest

Note: In its Advisory CIL: 90/91-02, the CDE recommends that the Board require individuals who will participate in the evaluation process to first complete a disclosure statement which provides an opportunity to disclose any conflict of interest or appearance of conflict of interest.

The following conflict of interest rules are not as stringent as those required for "public officials" (including Board members and designated staff) pursuant to the Political Reform Act and other state law. Public officials making decisions concerning instructional materials must comply with the more stringent conflict of interest regulations as described in BB 9270 - Conflict of Interest. If desired, the Board could also require district employees who participate in instructional materials evaluations, and who are not usually subject to the Political Reform Act, to be subject to those more stringent standards described in BB 9270.

To ensure integrity and impartiality in the evaluation and selection of instructional materials, any district employee participating in the evaluation of instructional materials shall not:

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

Note: The CDE has taken the position that, while publishers may offer certain instructional materials, including technology-based materials, to districts free of charge, these free materials may not include the electronic equipment, such as DVD players or laptop computers, required to make use of the materials. However, because AB 1398 (Ch. 293, Statutes of 2009) amended Education Code 60010 to now include electronic equipment in the definition of technology-based materials, it is likely that the CDE's position will be reconsidered. Districts that wish to accept free technology equipment from publishers should consult legal counsel as appropriate until the CDE's position is clarified.

1. Accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

Sample copies of instructional materials are excepted from this prohibition. (Education Code 60075)

(cf. 9270 - Conflict of Interest)

Note: Items # 2-4 below are **optional** and should be modified to reflect district practice.

2. Be employed by or receive compensation from any person, firm, organization, or any of its subsidiaries or controlling entities submitting instructional materials to the district
3. Have or negotiate a contractual relationship with any person, firm, or organization or any of its subsidiaries or controlling entities submitting instructional materials to the district
4. Have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district

Administrative Regulation

Selection And Evaluation Of Instructional Materials

AR 6161.1
Instruction

Instructional Materials Funding Realignment Program

The district shall use state funds received under the Instructional Materials Funding Realignment Program to ensure that each student is provided with standards-aligned textbooks or instructional materials, as adopted by the State Board of Education (SBE) for grades K-8, in the core curriculum areas of reading/language arts, mathematics, science, and history/social science. (Education Code 60422)

Instructional materials for grades K-8 shall be selected from the list of standards-aligned materials adopted by the SBE. Instructional materials for grades 9-12 shall be adopted by the Governing Board. Standards-aligned materials in each core curriculum area shall be provided to each student at the beginning of the first school term that commences no later than 24 months after those materials are adopted by the SBE or the Board, as applicable. (Education Code 60422)

(cf. 6011 - Academic Standards)

For grades 9-12, the Superintendent or designee shall review instructional materials in history/social science, mathematics, reading/language arts, and science using a standards map in order to determine the extent to which the materials are aligned to the content standards adopted by the SBE.

After the Board has certified that all students have been provided with standards-aligned instructional materials in the core curriculum areas, the district may use any remaining program funds for the purposes specified in Education Code 60242. (Education Code 60119, 60422)

Criteria for Selection and Adoption of Instructional Materials

Instructional materials adopted by the Board shall:

1. For basic instructional materials in grades K-8, be selected from among the list of materials approved by the SBE in accordance with law (Education Code 60200)

(cf. 1431 - Waivers)

2. For instructional materials in high schools, be provided by publishers who comply with the requirements of Education Code 60040-60048, 60060-60062, and 60226

(Education Code 60400)

3. Not reflect adversely upon persons because of their race, color, creed, national origin, ancestry, sex, disability, or occupation, or contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 60044)

4. To the satisfaction of the Board, be accurate, objective, current, and suited to the needs and comprehension of students at their respective grade levels (Education Code 60045)

5. With the exception of literature and trade books, use proper grammar and spelling (Education Code 60045)

6. Not provide any exposure to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60200, 60048)

a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by the SBE.

b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.

7. Meet the requirements of Education Code 60040-60043 for specific subject content

8. Support the district's adopted courses of study and curricular goals

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6143 - Courses of Study)

9. Contribute to a comprehensive, balanced curriculum

10. Demonstrate reliable quality of scholarship as evidenced by:

a. Accurate, up-to-date, and well-documented information

b. Objective presentation of diverse viewpoints

c. Clear, concise writing and appropriate vocabulary

d. Thorough treatment of subject

11. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels

12. Include materials that stimulate discussion of contemporary issues and improve

students' thinking and decision-making skills

13. Contribute to the proper articulation of instruction through grade levels
14. As appropriate, have corresponding versions available in languages other than English
15. Include high-quality teacher's guides
16. Meet high standards in terms of the quality, durability, and appearance of paper, binding, text, and graphics
17. When available from the publishers, consider options for lighter weight materials in order to help minimize any injury to students by the combined weight of instructional materials

Instructional Materials Evaluation Committee

The Superintendent or designee may establish an instructional materials evaluation committee to evaluate and recommend instructional materials for Board approval. This committee shall consist of a majority of teachers and may also include administrators, other staff who have subject-matter expertise, parents/guardians, community members, and students as appropriate.

(cf. 1220 - Citizen Advisory Committees)

The committee shall review instructional materials using criteria provided above and in law, and shall provide the Board with documentation supporting its recommendations.

Conflict of Interest

To ensure integrity and impartiality in the evaluation and selection of instructional materials, any district employee participating in the evaluation of instructional materials shall not:

1. Accept any emolument, money, or other valuable thing or inducement, to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

Sample copies of instructional materials are excepted from this prohibition. (Education Code 60075)

(cf. 9270 - Conflict of Interest)

2. Be employed by or receive compensation from any person, firm, organization, or any of its subsidiaries or controlling entities submitting instructional materials to the district

3. Have or negotiate a contractual relationship with any person, firm, or organization or any of its subsidiaries or controlling entities submitting instructional materials to the district
4. Have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: May 2, 2007 Antelope, California

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS**Resolution on Sufficiency of Textbooks or Instructional Materials**

Note: As a condition of receiving state instructional materials funds, Education Code 60119 and 5 CCR 9531 require that the Governing Board hold an annual public hearing regarding the sufficiency of instructional materials and determine through a resolution whether each student has sufficient textbooks and instructional materials. Pursuant to Education Code 60119, the hearing must be held between the first day that students attend school and the end of the eighth week of the school year. For multi-track year-round districts, the clock starts with the first day students attend school in any track that begins in August or September. The hearing may not take place during or immediately following school hours.

"Sufficient textbooks or instructional materials," as defined in Education Code 60119, means that each student in the district, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class or to take home. This law does not require two sets of textbooks or instructional materials for each student. See the accompanying Board policy.

In addition to the definition of "sufficiency" in Education Code 60119, Education Code 1240.3 and 42605, as added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), specify that, for the 2008-09 through the 2012-13 fiscal years, "sufficiency" means that all students in the district who are enrolled in the same course have "identical" standards-aligned textbooks and instructional materials from the same adoption cycle. As amended, Education Code 1240.3 does not require districts to purchase all of the instructional materials included in an adoption if the materials that are purchased are made available to all the students for whom they are intended in all of the schools within the district.

As an example, fourth grade students at all district schools must have textbooks and instructional materials from the same State Board of Education Reading/Language Arts adoption cycle, though fourth grade students at different schools could be using different materials within the same adoption cycle (e.g., fourth grade materials from different publishers at different schools is permissible if all of the materials are from the 2002 adoption cycle, but one school cannot use fourth grade materials from the 2002 Reading/Language Arts adoption cycle and another school use materials from the 2008 adoption cycle). In another example, a district may use materials from the 2002 adoption cycle for grades K-3 and materials from the 2008 cycle for grades 4-8 since those students are not in the same "course."

The following sample resolution reflects the requirements of Education Code 60119 and is based on an earlier resolution developed by the California Department of Education (CDE). This resolution may be used to certify compliance with Education Code 60119 and 5 CCR 9531.

Whereas, the Governing Board of the (*name of school district/county office of education*), in order to comply with the requirements of Education Code 60119, held a public hearing on (*date*), at (*time*) o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board provided at least 10 days notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

Whereas, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

Whereas, information provided at the public hearing detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the (name of school district/county office of education), and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each student, including English learners, has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas between the 2008-09 through the 2012-13 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the (name of school district/county office of education), have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

Finding of Sufficient Instructional Materials

Note: The following section is for use by boards that are making a finding that the district has "sufficient" materials. According to the CDE, Education Code 60119 requires documentation of sufficiency of instructional materials to be presented at the public hearing. The CDE has developed survey forms, available on its web site, which may be used as a self-study and county office validation tool for grades K-12. These forms include a list of the state adopted standards-aligned materials for grades K-8. Districts that maintain grades 9-12 may generate a list of their locally adopted standards-aligned instructional materials for purposes of this self-study.

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

Note: To provide complete information about the basis for the Board's determination of sufficiency, the district may wish to include the names of the textbooks and/or instructional materials provided to students, as well as the applicable state adoption cycle.

- **Mathematics:** *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*

- **Science:** *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

- History-social science: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*

- English/language arts, including the English language development component of an adopted program: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*

Note: The Board must also include a written determination for the following subject areas, though these determinations are not a condition for receipt of instructional materials funds.

Whereas, sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and;

Note: The following paragraph is for use by districts that maintain grades 9-12. The Board may provide a list of the science laboratory classes offered in grades 9-12 and details on the science laboratory equipment available for these classes.

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the _____ school year, the *(name of school district/county office of education)*, has provided each student with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

Finding of Insufficient Instructional Materials

Note: The following section is for use by boards that are making a finding of "insufficient" materials. Education Code 60119 requires that the Board's resolution list, for each school for which an insufficiency exists, the percentage of students in each grade level who lack sufficient materials in each of the subject areas listed below. The provision of sufficient foreign language and health materials is not a condition of receipt of instructional materials funds.

Whereas, information provided at the public hearing and to the Board at the public meeting detailed that insufficient textbooks or instructional materials were provided to students in the following subjects and grade levels at district schools: *(For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in mathematics, science, history-social science, English/language arts, foreign language, and health.)*

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

Whereas, sufficient textbooks or instructional materials were not provided at each school listed above due to the following reasons: *(For each school at which there is an insufficiency, list the reasons why each student does not have sufficient instructional materials in each subject and grade level listed above.)*

Therefore, it is resolved, that for the _____ school year, the *(name of school district/county office of education)* has not provided each student with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum framework, and;

Be it further resolved, that the following actions will be taken to ensure that all students have sufficient textbooks or instructional materials in all subjects that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks within two months of the beginning of the school year in which this determination is made. *(List actions to be taken to resolve insufficiency. See Education Code 60119(a)(2)(B) for other funds that may be used to ensure sufficient instructional materials.)*

PASSED AND ADOPTED THIS _____ day of _____, _____ at a meeting, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

Attest:

Secretary

President

Exhibit

Selection And Evaluation Of Instructional Materials

E 6161.1

Instruction

Sample Resolution for the Schiff-Bustamante Standards-Based Instructional Materials Program

WHEREAS: The Governing Board of the Central Unified School District has decided to purchase instructional materials for students in grades 9-12 pursuant to the Schiff-Bustamante Standards-Based Instructional Materials Program; and

WHEREAS: These instructional materials are basic instructional materials as defined in Education Code 60010. Education Code 60010 defines basic instructional materials as "instructional materials that are designed for use by students as a principal learning resource and that meet in organization and content the basic requirements of the intended course;" and

WHEREAS: These materials have been reviewed in accordance with Board policy and administrative regulation;

THEREFORE BE IT RESOLVED THAT: _____ (name of program/textbook) _____ for grades _____ published by _____ (name of publisher) _____ has been determined to be aligned with State Board of Education

subject area Content Standards adopted in 1997/1998 1997/1998 and therefore approved for purchase with Schiff-Bustamante Standards-Based Instructional Materials funds.

Passed and adopted by the Governing Board of the Central Unified School District on
_____ date _____.

ExhibitCENTER UNIFIED SCHOOL DISTRICT
version: December 6, 2000 Antelope, California

EDUCATION FOR FOSTER YOUTH

Note: Education Code 48850-48859 (the AB 490 Educational Rights and Stability Act of 2003) create obligations for districts regarding the education of foster youth, including the right of foster youth to continue attending their school of origin and the requirement to ensure that foster youth have access to the same academic resources, services, and extracurricular activities that are available to all students. See the accompanying administrative regulation. While the requirements of the federal McKinney-Vento Homeless Assistance Act (42 USC 11431-11435) may apply to foster youth in certain situations, such as when they are living in emergency or transitional shelters or when they are awaiting foster care placement (see BP/AR 6173 - Education for Homeless Children), Education Code 48850-48859 extend services to youth at any time when in foster care. The following policy may be revised to reflect district practice.

The Governing Board recognizes that foster youth may be at greater risk for poor academic performance due to their family circumstances, disruption of their educational program, and emotional, social, and other health needs. The district shall provide such students with full access to the district's educational program and other support services necessary to assist them in achieving state and district academic standards.

(cf. 5131.6 - Alcohol and Other Drugs)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)
(cf. 6011 - Academic Standards)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6173 - Education for Homeless Children)
(cf. 6179 - Supplemental Instruction)

Note: Pursuant to Education Code 48850, placement determinations for foster youth must be made in accordance with the student's "best interest." In addition, Education Code 48853.5 requires each district to designate a staff person as a foster care liaison to help ensure proper school placement and enrollment. See the accompanying administrative regulation.

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate a staff person as a district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training regarding the enrollment, placement, and rights of foster youth.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Note: Pursuant to Health and Safety Code 1522.41 and 1529.2 and Welfare and Institutions Code 16003, foster family agencies, group home administrator certification programs, and community colleges must provide training to foster parents, group home administrators, and other caretakers which includes, among other things, basic instruction on the existing laws and procedures (i.e., Education Code 32228-32228.5) regarding school safety and the ensuring of a harassment- and violence-free school environment.

EDUCATION FOR FOSTER YOUTH (continued)

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and promotes students' self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build students' feelings of connectedness with the school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of students' resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

Note: Education Code 48853.5 encourages districts to collaborate with other agencies to provide services to foster youth. The following optional paragraph should be modified to reflect district practice.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies including, but not limited to, the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

(cf. 1020 - Youth Services)

The Superintendent or designee shall regularly report to the Board on the educational outcomes of foster youth enrolled in the district including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates.

(cf. 0500 - Accountability)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

Legal Reference: (see next page)

EDUCATION FOR FOSTER YOUTH (continued)

Legal Reference:

EDUCATION CODE

32228-32228.5 Student safety and violence prevention

42920-42925 Foster children educational services

48645-48646 Juvenile court schools

48850-48859 Educational placement of students residing in licensed children's institutions

49061 Student records

49069.5 Foster care students, transfer of records

49076 Access to student records

51225.3 High school graduation

56055 Rights of foster parents in special education

60851 High school exit examination

HEALTH AND SAFETY CODE

1522.41 Training and certification of group home administrators

1529.2 Training of licensed foster parents

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

309 Investigation and release of child

361 Limitations on parental or guardian control

366.27 Educational decision by relative providing living arrangements

602 Minors violating law; ward of court

726 Limitations on parental or guardian control

727 Order of care, ward of court

16000-16014 Foster care placement

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

670-679b Federal assistance for foster care programs

11431-11435 McKinney-Vento Homeless Assistance Act

Management Resources:

CSBA PUBLICATIONS

Educating Foster Youth: Best Practices and Board Considerations, Policy Brief, March 2008

AMERICAN BAR ASSOCIATION PUBLICATIONS

Mythbusting: Breaking Down Confidentiality and Decision-Making Barriers to Meet the Education Needs of Children in Foster Care, 2005

CITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONS

Our Children: Emancipating Foster Youth, A Community Action Guide

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Foster Youth Services: <http://www.cde.ca.gov/ls/pf/fy/>

California Department of Social Services, Foster Youth Ombudsman Office:

<http://www.fosteryouthhelp.ca.gov>

California Youth Connection: <http://www.cal-youthconn.org/site/cyc>

Cities, Counties and Schools Partnership: <http://www.ccspartnership.org>

Board Policy

Education For Foster Youth

BP 6173.1

Instruction

The Governing Board recognizes the district's obligation to ensure that foster youth have the opportunity to achieve state and district academic standards. The district shall provide such students with access to the academic resources, services, and extracurricular and enrichment activities that are available to all district students.

(cf. 6011- Academic Standards)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate a staff person as a district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training regarding the enrollment, placement, and rights of foster youth.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

To help ensure the maximum utilization of available funds and to support the educational needs of foster youth, the Superintendent or designee shall collaborate with local agencies including, but not limited to, the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations between Other Governmental Agencies and the Schools)
(cf. 5141.6 - Student Health and Social Services)
(cf. 5149 - At-Risk Students)

The Superintendent or designee shall regularly report to the Board on the educational outcomes of foster youth enrolled in the district including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, and graduation rates.

(cf. 0500 - Accountability)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

Legal Reference:

EDUCATION CODE

42920-42925 Foster children educational services
48645.1 Juvenile court schools
48645.5 Acceptance of coursework
48850-48859 Educational placement of students residing in licensed children's institutions
49061 Student records
49069.5 Foster care students transfer of records
49076 Access to student records
56055 Rights of foster parents in special education

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction
309 Investigation and release of child
361 Limitations on parental or guardian control
366.27 Educational decision by relative providing living arrangements
602 Minors violating law; ward of court
726 Limitations on parental or guardian control
727 Order of care, ward of court

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

Management Resources:

CSBA PUBLICATIONS

Educating Foster Youth: Best Practices and Board Considerations, Policy Brief, March 2008

AMERICAN BAR ASSOCIATION PUBLICATIONS

Mythbusting: Breaking Down Confidentiality and Decision-Making Barriers to Meet the Education Needs of Children in Foster Care, 2005

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Foster Youth Services:

<http://www.cde.ca.gov/lsp/fy>

California Department of Social Services, Foster Youth Ombudsman Office:

<http://www.fosteryouthhelp.ca.gov>

California Youth Connection: <http://www.calyouthconn.org/site/cyc>

Cities, Counties, Schools Partnership: <http://www.ccspartnership.org/default.cfm>

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: June 18, 2008 Antelope, California

EDUCATION FOR FOSTER YOUTH

Definitions

Foster youth means a child who has been subject to one of the following: (Education Code 48853.5)

1. Has been removed from his/her home pursuant to Welfare and Institutions Code 309 (temporary custody)
2. Is the subject of a petition filed under Welfare and Institutions Code 300 or 602 (jurisdiction of juvenile court)
3. Has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602

Note: In instances where the rights of the parent/guardian have been limited, the court may appoint an educational representative on a temporary or long-term basis to make educational decisions for the student.
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Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 727.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison shall, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, determine, in the best interest of the foster youth, which school is the school of origin. (Education Code 48853.5)

Best interest means a placement that ensures that the youth is placed in the least restrictive educational program and has access to academic resources, services, and extracurricular and enrichment activities that are available to district students. (Education Code 48853)

District Liaison

Note: Pursuant to Education Code 48853.5, districts are required to designate a staff person as an educational liaison for foster youth. This person may be the same individual designated as the district liaison for homeless students as required by 42 USC 11432. See AR 6173 - Education of Homeless Children. In addition, Education Code 48853.5 requires that, for districts operating a foster youth services program, the district liaison be affiliated with that program. The duties of the liaison are as specified below.

EDUCATION FOR FOSTER YOUTH (continued)

The Superintendent designates the following position as the district liaison for foster youth:
(Education Code 48853.5)

Healthy Start Coordinator
3401 Scotland Drive, Antelope, CA 95843
(916) 338-6387

(cf. 6173 - Education for Homeless Children)

The district's liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)

Note: Education Code 48645.5 requires districts to accept for credit full or partial coursework completed in a public school or nonpublic nonsectarian school or agency in addition to a juvenile court school; see BP 6146.3 - Reciprocity for Academic Credit.
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2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48853.5, 48645.5)

(cf. 5125 - Student Records)

(cf. 6146.3 - Reciprocity of Academic Credit)

Note: Items #3-7 below are optional and should be modified to reflect district practice.
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3. As necessary, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

4. Ensure that students in foster care receive appropriate school-based services, such as supplemental instruction, counseling, or after-school services

(cf. 5141.6 - School Health Services)

(cf. 5148.2 - Before/After School Programs)

(cf. 5149 - At-Risk Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6172 - Gifted and Talented Student Program)

EDUCATION FOR FOSTER YOUTH (continued)

(cf. 6174 - Education for English Language Learners)

(cf. 6177- Summer School)

(cf. 6179 - Supplemental Instruction)

5. Develop protocols and procedures so that district staff, including principals, school registrars, and attendance clerks, are aware of the requirements for the proper enrollment, placement, and transfer of foster youth

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates to help coordinate services for the district's foster youth

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

7. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in Board policy

Note: The following optional paragraph may be revised to reflect district practice. Because the district's educational liaison for foster youth often has additional duties pertaining to other programs, CSBA's policy brief Educating Foster Youth: Best Practices and Board Considerations recommends periodic evaluation of the liaison's caseload to determine whether he/she is able to adequately fulfill his/her duties with respect to foster youth.

The Superintendent or designee shall regularly monitor the caseload of the district liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

(cf. 4115 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

Enrollment

A foster youth placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.

(cf. 6159 - Individualized Education Program)

EDUCATION FOR FOSTER YOUTH (continued)

(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)

Note: Education Code 56055 specifies that a foster parent, to the extent permitted by federal law, shall have the same rights relative to his/her foster child's education as a parent/guardian. See BP/AR 6159 - Individualized Education Program.

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program.

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

Note: Education Code 48853.5 requires the district, upon initial placement or change in placement, to allow a foster youth to continue his/her education in the school of origin for the remainder of the school year, unless the person with the right to make educational decisions waives that right.

State law does not address the provision of transportation to the student's school of origin. Districts with questions about their obligation with respect to transportation should consult legal counsel.

3. At the initial placement or any subsequent change in placement, the student is entitled to remain in his/her school of origin, as defined above, for the remainder of the academic school year pursuant to Education Code 48853.5.

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interest. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how this recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The youth shall be immediately enrolled even if he/she has outstanding fees, fines, textbooks, or other items or monies due

EDUCATION FOR FOSTER YOUTH (continued)

to the school last attended or is unable to produce records, such as academic or medical records, proof of residency, or clothing normally required for enrollment. (Education Code 48853.5)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

(cf. 5132 - Dress and Grooming)

(cf. 5141.31 - Immunizations)

Within two business days of enrollment, the liaison shall contact the school last attended by the student to obtain all academic and other records. Upon receiving a request from a new school, the liaison shall provide all records within two business days of receiving the request. (Education Code 48853.5)

Note: Education Code 48853 and 48853.5 specify that, if a dispute arises regarding school placement, the district shall use an existing dispute resolution process available to any district student. The following paragraph should be modified to reflect any specific district dispute resolution process and may also be modified to reflect district practice.

If a person with the right to make educational decisions for a foster youth or the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. The Superintendent shall make a determination within 30 days of receipt of the appeal. Within 30 days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

Applicability of Graduation Requirements

Note: The following section is for use by districts maintaining high schools which have established graduation requirements that exceed the state's minimum requirements; see BP 6146.1 - High School Graduation Requirements. Education Code 51225.3, as amended by AB 167 (Ch. 224, Statutes of 2009), provides that foster youth who transfer into the district or between district schools in grades 11-12 shall be exempted from locally established high school graduation requirements, as provided below. This exemption does not apply to state graduation requirements for course completion or the high school exit examination.

When a foster youth in grade 11 or 12 transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all coursework and other graduation requirements adopted by the Board that are in addition to the statewide coursework requirements specified in Education Code 51225.3 and the high school exit examination, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school while he/she remains in foster care. (Education Code 51225.3, 60851)

EDUCATION FOR FOSTER YOUTH (continued)

The Superintendent or designee shall notify any student who is granted an exemption and, as appropriate, the person holding the right to make educational decisions for the student if any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.3)

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)

Grades/Credits

Grades for a student in foster care shall not be lowered if the student is absent from school due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades and credits shall be calculated as of the date the student left school
2. A verified court appearance or related court-ordered activity

(cf. 5121 - Grades/Evaluation of Student Achievement)

Eligibility for Extracurricular Activities

Note: AB 81 (Ch. 76, Statutes of 2009) amended Education Code 48850 to provide that, when the residence of a student in foster care changes pursuant to a court order or decision of a child welfare worker, the student shall be immediately deemed to meet all residency requirements for participation in extracurricular activities and interscholastic sports. For additional information about eligibility requirements, see BP 6145 - Extracurricular and Cocurricular Activities.

A foster youth who changes residences pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

Administrative Regulation

Education For Foster Youth

AR 6173.1

Instruction

Definitions

Foster youth means a child who has been subject to one of the following: (Education Code 48853.5)

- 1. Has been removed from his/her home pursuant to Welfare and Institutions Code 309 (temporary custody)**
- 2. Is the subject of a petition filed under Welfare and Institutions Code 300 or 602 (jurisdiction of juvenile court)**
- 3. Has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602**

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 727.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison shall, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, determine, in the best interest of the foster youth, which school is the school of origin. (Education Code 48853.5)

Best interest means a placement that ensures that the youth is placed in the least restrictive educational program and has access to academic resources, services, and extracurricular and enrichment activities that are available to district students. (Education Code 48853)

District Liaison

The Superintendent or designee designates the following position as the district liaison for foster youth: (Education Code 48853.5)

**Healthy Start Coordinator
3401 Scotland Drive, Antelope, CA 95843**

(916) 338-6387

(cf. 6173 - Education for Homeless Children)

The district's liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)

2. Assist foster youth when transferring from one school to another or from one district to another in ensuring proper transfer of credits, records, and grades, including ensuring that records reflect full or partial credit for courses taken (Education Code 48645.5, 48853.5)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5125 - Student Records)

(cf. 6146.3 - Reciprocity of Academic Credit)

3. As necessary, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

4. Ensure that students in foster care receive appropriate school-based services, such as supplemental instruction, counseling, or after-school programs

(cf. 5141.6 - Student Health and Social Services)

(cf. 5148.2 - Before/After School Programs)

(cf. 5149 - At-Risk Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6177- Summer School)

(cf. 6179 - Supplemental Instruction)

5. Develop protocols and procedures so that district staff, including principals, school registrars, and attendance clerks, are aware of the requirements for the proper enrollment, placement, and transfer of foster youth

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. Collaborate with the county placing agency, social services, probation officers,

juvenile court officers, nonprofit organizations, and advocates to help coordinate services for the district's foster youth

(cf. 1020 - Youth Services)

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

Enrollment

A foster youth placed in a licensed children's institution or foster family home shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency or in another local educational agency.

(cf. 6159 - Individualized Education Program)

(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program.

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

3. The student is entitled to remain in his/her school of origin as defined above.

At the initial placement, or any subsequent change in placement of a foster youth, the district shall allow the student to continue his/her education in the school of origin for the duration of the academic school year. However, the district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interest. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how this recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to

make educational decisions for the foster youth, agree that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The youth shall be immediately enrolled even if he/she has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to produce records, such as academic or medical records, proof of residency, or clothing normally required for enrollment. (Education Code 48853.5)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

(cf. 5132 - Dress and Grooming)

(cf. 5141.31 - Immunizations)

Within two business days of enrollment, the liaison shall contact the school last attended by the student to obtain all academic and other records. Upon receiving a request from a new school, the liaison for the school last attended shall provide all records within two business days of receiving the request. (Education Code 48853.5)

If a parent/guardian or foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal the decision to the Superintendent. The Superintendent shall make a determination within 30 days of receipt of the appeal. Within 30 days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Governing Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: June 18, 2008 Antelope, California

New

Instruction

BP 6173.2(a)

EDUCATION OF CHILDREN OF MILITARY FAMILIES

Note: Pursuant to Education Code 49700-49704, as added by AB 343 (Ch. 237, Statutes of 2009), the Interstate Compact on Educational Opportunity for Military Children is applicable to California school districts from January 1, 2010 through January 1, 2013, unless extended by the Legislature. Education Code 49700-49701 establish uniform means of assisting children of "active duty military families" transferred into or out of California by reducing or eliminating the barriers to their educational success caused by the frequent moves and deployments of their parents/guardians. Among other things, Education Code 49701 requires that districts be flexible in applying their local rules to such students in order to facilitate their enrollment, placement, advancement, eligibility for extracurricular activities, and on-time graduation.

The following policy is **optional** and may be revised to reflect district practice.

The Governing Board recognizes the challenges to the academic success of children of military families caused by the frequent moves or deployments of their parents/guardians in fulfillment of military service. In accordance with law, the district shall provide such students with academic resources, services, and opportunities for extracurricular and enrichment activities that are available to all district students.

(cf. 5125 - Student Records)
(cf. 6011 - Academic Standards)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6179 - Supplemental Instruction)

Note: Education Code 49700 encourages districts to facilitate the placement of children of military families so that they are not disadvantaged by variations in attendance requirements, scheduling, sequencing, grading, course content, or assessment.

In making decisions about children of military families, including decisions regarding their enrollment, placement, eligibility for extracurricular activities, or waiver of any graduation requirement, the Superintendent or designee shall be flexible to the extent permitted by law and district policy.

(cf. 5117 - Interdistrict Attendance)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.3 - Reciprocity of Academic Credit)

The Superintendent or designee shall work with parents/guardians and shall collaborate with local, state, and other agencies within and outside the state to facilitate the transition of children of military families into and out of the district.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

The Superintendent or designee shall regularly report to the Board on the educational outcomes of children of military families enrolled in district schools, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade levels, participation in extracurricular activities, and graduation rates.

(cf. 0500 - Accountability)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

Legal Reference:

EDUCATION CODE

35160.5 District policy rules and regulations; requirements; matters subject to regulation
35179 Interscholastic athletics; associations or consortia
35181 Students' responsibilities
35351 Assignment of students to particular schools
46600-46611 Interdistrict attendance agreements
48050-48054 Nonresidents
48200-48208 Persons included (compulsory education law)
49700-49704 Education of children of military families
51225.3 Requirements for graduation
51240-51246 Exemptions from requirements
51250-51251 School-age military dependents
60850-60859 High school exit examination
66204 Certification of high school courses as meeting university admissions criteria

UNITED STATES CODE, TITLE 10

1209 Transfer to inactive status list instead of separation
1211 Members on temporary disability retired list: return to active duty; promotion

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504

Management Resources:

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Educational Options Office: <http://www.cde.ca.gov/ls/pf/mc>

New

Instruction

AR 6173.2(a)

EDUCATION OF CHILDREN OF MILITARY FAMILIES

Note: The following administrative regulation is **optional**. Pursuant to Education Code 49701, as added by AB 343 (Ch. 237, Statutes of 2009), districts are required to be flexible in applying their local rules to children of military families in order to facilitate their enrollment, placement, advancement, eligibility for extracurricular activities, and on-time graduation.

In addition, Education Code 51251 authorizes the Governing Board to establish a course credit transfer policy and to provide early entry transfer, pretranscript evaluation, student support services, and other similar assistance to any school-aged child of a military service member who is on active duty, or within one year of his/her discharge, or when the child's transfer to a new school is a direct result of the military transfer or discharge of his/her parent/guardian.

Children of military families are school-aged children in the household of: (Education Code 49701)

1. Members who are in full-time duty status in the active uniformed service of the United States, including any member of the National Guard and Reserve on active duty order pursuant to 10 USC 1209 or 1211
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired, for one year after their medical discharge or retirement
3. Members of the uniformed services who have died while on active duty or as a result of injuries sustained on active duty, for one year after their death

Enrollment

The Superintendent or designee shall facilitate the enrollment of children of military families and ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from previous school districts and/or variations in entrance or age requirements. (Education Code 49701)

When a child of a military family is transferring into the district, the Superintendent or designee may enroll the child based on the child's placement in the previous district, pending receipt of the child's records. Upon enrollment, the Superintendent or designee shall immediately request the student's records from the student's previous district. The Superintendent or designee shall allow the student 30 days from the date of enrollment to obtain all required immunizations. (Education Code 49701)

(cf. 5111 - Admission)

(cf. 5125 - Student Records)

(cf. 5141- Health Care and Emergencies)

(cf. 5141.31- Immunizations)

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

When a child of a military family is transferring out of the district, the Superintendent or designee shall provide the student's parents/guardians with a complete set of the student's records or, if the official student record cannot be released, an unofficial or "hand-carried" record. Upon request from the new district, the Superintendent or designee shall provide a copy of the student's record to the new district within 10 days. (Education Code 49701)

(cf. 5117 - Interdistrict Attendance)

Placement and Attendance

The Superintendent or designee shall initially honor the placement of any child of a military family in educational courses and programs based on the child's enrollment and/or assessment in his/her previous school. The Superintendent or designee may, to the extent permitted by Board policy, waive course or program prerequisites, preconditions, and/or application deadlines when making decisions regarding placement of children of military families and their eligibility for extracurricular academic, athletic, and social activities. (Education Code 49701)

(cf. 6141.5 - Advanced Placement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6146.3 - Reciprocity of Academic Credit)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

Note: Pursuant to Education Code 49701, the district is required to provide a child of a military family who has been identified as a student with a disability eligible for services under the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act (29 USC 794) with services based on his/her current individualized education program or Section 504 plan, as appropriate. See BP/AR 6159 - Individualized Education Program and BP/AR 6164.6 - Identification and Education Under Section 504.

When a child of a military family transferring into the district has been identified as an individual with a disability pursuant to 20 USC 1400-1482, the Superintendent or designee shall provide comparable services to the student based on his/her current individualized education program. In addition, when the child of a military family transferring into the district is eligible for services under Section 504 of the federal Rehabilitation Act, the Superintendent or designee shall make reasonable accommodations and modifications to address the needs of the student subject to the student's existing Section 504 plan. The district may authorize subsequent evaluations of the student to ensure appropriate placement. (Education Code 49701)

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

When a student's parent/guardian is an active duty member and is called to duty, is on leave from, or is immediately returned from deployment to a combat zone or to combat support posting, the Superintendent or designee may grant additional excused absences to the student to visit with his/her parent/guardian. (Education Code 49701)

(cf. 5113 - Absences and Excuses)

Graduation

The Superintendent or designee shall facilitate the on-time graduation of children of military families by providing supplemental instruction to incoming students as necessary to enable them to meet the district's graduation requirements. (Education Code 49701)

The Superintendent or designee may also waive specific district course requirements for graduation if similar coursework has been satisfactorily completed by the student in his/her previous school. (Education Code 49701)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

(cf. 6179 - Supplemental Instruction)

If after considering all alternatives, the Superintendent or designee believes that a student who has transferred into the district in grade 12 will not be able to satisfy the district's graduation requirements in time to graduate with his/her class, the Superintendent or designee shall work with the sending district to have the sending district issue the student its diploma, provided the student satisfies that sending district's graduation requirements. (Education Code 49701)

Note: The following paragraph is optional.
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Upon request of a school district to which a former district student has transferred, the Superintendent or designee shall issue the district's diploma of graduation to the former student, provided the student has satisfactorily completed the district's graduation requirements, including the passage of the high school exit examination.