

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

❖ **Oak Hill Elementary School - Multipurpose Room**
3909 North Loop Blvd., Antelope, CA 95843

Wednesday, May 5, 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. Public Employee Performance Evaluation (Certificated) Superintendent (G.C.§54957)
 - 2. Conference with Labor Negotiator, George Tigner, Re: CSEA and CUTA
 - 3. Student Expulsions/Readmissions (G.C. §54962)
- 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

♫ **STUDENT PERFORMANCE:** Oak Hill students, under the direction of Penny Rittenhouse, will be performing a number from "Willie Wonka".

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.

IX. STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each)		Info
	<ol style="list-style-type: none"> Center High School - Christine Sung McClellan High School - Carmen Villalobos Antelope View Charter School - Raymond Houston Global Youth Charter School - Prentice Wysingle 	
X. REPORTS/PRESENTATIONS (8 minutes each)		Info
Governance	<ol style="list-style-type: none"> Board of Trustees Meeting Dates & Location(s) for 2010/2011 School Year 	
XI. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA		Public Comments Invited
<p><i>Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board <u>may not</u> discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 5495.2. A speaker shall be limited to 3 minutes (Board Policy 9323). All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.</i></p>		
XII. BOARD / SUPERINTENDENT REPORTS (10 minutes)		Info
XIII. CONSENT AGENDA (5 minutes)		Action
<p><i>NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.</i></p>		
Governance	<ol style="list-style-type: none"> Approve Adoption of Minutes from April 21, 2010 Regular Meeting Approve Adoption of Minutes from April 21, 2010 Special Meeting 	
Personnel	<ol style="list-style-type: none"> Approve Certificated Personnel Transactions 	
Curriculum	<ol style="list-style-type: none"> Approve Career Technical Education Application for Funding - Carl D. Perkins Career and Technical Education Improvement Act of 2006 Approve 2010/2011 Contract with Dr. Robert A. Hoffman O.D. MCT Vision Screening Contract Approve 2009/2010 Master Contracts: <ul style="list-style-type: none"> Crossroads aka (Lane Education Center) Approve 2009/2010 Individual Service Agreements: <ul style="list-style-type: none"> 2009/10-91 Red Rock Canyon School (Amended) 2009/10-215 Crossroads Approve Transition of Title 1 Program - North Country Approve Center High School FBLA Attendance at State Officer Meeting, Santa Clara CA Approve Center High School FBLA Attendance at National Leadership Conference 	
Facilities & Op.	<ol style="list-style-type: none"> Approve Joint Use Agreement Between Antelope Springs Church and Center Joint Unified School District 	
XIV. BUSINESS ITEMS		
Governance	<ol style="list-style-type: none"> <u>Resolution #29/2009-10: Declaring An Election Be Held In Its Jurisdiction and Requesting Election Services by the Placer County Clerk</u> <u>Resolution #28/2009-10: Resolution Calling for General District Election - Sacramento County</u> 	Action

Personnel	<p>C. <u>Declaration of Need for Fully Qualified Educators 2010/11 SY</u> The Department of Education and the Commission on Teacher Credentialing regulations for the issuance of emergency teaching credentials require individual districts to submit a "Declaration of Need for Fully Qualified Educators" each year for any anticipated certificated positions that may need to be filled with an individual holding an emergency credential.</p>	Action
	<p>XV. ADVANCE PLANNING</p> <p>a. <i>Future Meeting Dates:</i></p> <p><i>i. Wednesday, May 19, 2010 @ 6:00 p.m. - Oak Hill Elementary School Multipurpose Room</i></p> <p>b. <i>Suggested Agenda Items:</i></p>	Info
	XVI. CONTINUATION OF CLOSED SESSION (Item IV)	Action
	XVII. ADJOURNMENT	Action

*Center Joint Unified School District***AGENDA REQUEST FOR:****Dept./Site:** Superintendent's Office**Action Item** _____**To:** Board of Trustees**Information Item** _____**Date:** May 5, 2010**# Attached Pages** _____**From:** Scott A. Loehr, Superintendent**Principal/Administrator Initials:** _____**SUBJECT:** Board of Trustees Meeting Dates and Location(s) for 2010-2011 School Year

This discussion item will allow the Board to discuss the dates and location(s) of next year's Board Meetings. Attached is a copy of the current meeting rotation the district is using, and a copy of next year's possible Wednesday dates.

RECOMMENDATION: Discussion item only.

CENTER JOINT UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING SCHEDULE 2009-2010

The Center Joint Unified Board of Trustees meets in regular session on the first and third Wednesday of each month at 6:00 p.m.

DATES & LOCATIONS OF BOARD MEETINGS FOR 2009-2010 SY

August	19*	McClellan High School - Cafeteria 8725 Watt Avenue, Antelope, CA 95843
September	16*	Center High School - Theater 3111 Center Court Lane, Antelope, CA 95843
October	7 & 21	Spinelli Elementary School - Cafeteria 3401 Scotland Drive, Antelope, CA 95843
November	4 & 18	Global Youth Charter School - MP Room 3243 Center Court Lane, Antelope, CA 95843
December	16*	Dudley Elementary School - MP Room 8000 Aztec Way, Antelope, CA 95843
January	6 & 20	Antelope View Charter School - MP Room 3243 Center Court Lane, Antelope, CA 95843
February	3 & 17	North Country Elementary School - MP Room 3901 Little Rock Drive, Antelope, CA 95843
March	3 & 17	Dudley Elementary School - MP Room 8000 Aztec Way, Antelope, CA 95843
April	7 & 21	Wilson C. Riles Middle School - MP Room 4747 PFE Road, Roseville, CA 95747
May	5 & 19	Oak Hill Elementary School - MP Room 3909 North Loop Blvd., Antelope, CA 95843
June	2 & 16	Center High School - Theater 3111 Center Court Lane, Antelope, CA 95843

*** These dates have been cancelled:**

July 1 & July 15 - summer vacation

August 5 - 1st day of school

September 2 - SCOE Teacher of the Year dinner

December 2 - CSBA Conference

**CENTER JOINT UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING SCHEDULE
2010-2011**

The Center Joint Unified Board of Trustees meets in regular session on the first and third Wednesday of each month at 6:00 p.m.

DATES & LOCATIONS OF BOARD MEETINGS FOR 2010-2011 SY

August	18*
September	15*
October	20*
November	3 & 17
December	15*
January	5 & 19
February	2 & 16
March	2 & 16
April	20*
May	4 & 18
June	1 & 15

*** These dates would be cancelled:**

July 7 & July 21 - Summer vacation
August 4 - Start of school year
September 1 - SCOE Teacher of the Year Dinner
October 6 - No school
December 1 - CSBA Conference
April 6 - No school

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Superintendent's Office

Action Item X

To: Board of Trustees

Information Item

Date: May 5, 2010

#Attached Pages 5

From: Scott A. Loehr, Superintendent

Principal's Initials: **SUBJECT: Adoption of Minutes****The minutes from the following meeting are being presented:**

April 21, 2010 Regular Meeting

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

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING

Wilson C. Riles Middle School - Multipurpose Room
4747 PFE Road, Roseville, CA 95747

Wednesday, April 21, 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
3. Public Employee Performance Evaluation (Certificated) Superintendent (G.C. §54957)

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

CLOSED SESSION - 5:30 p.m.

OPEN SESSION - CALL TO ORDER – 6:06 p.m.

FLAG SALUTE - led by Douglas Higgins

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 Expulsion #09-10.32 - Recommendation approved.

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

Student Expulsion #09-10.33 - Recommendation approved.

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

Student Expulsion #09-10.34 - Recommendation approved.

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

Student Expulsion #09-10.35 - Recommendation approved.

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

ADOPTION OF AGENDA - approved adoption of agenda as amended: pull Consent Agenda Items #2 and #8 for separate consideration.

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

STUDENT / STAFF RECOGNITIONS

1. Riles Middle School Staff Recognitions - Joyce Duplissee, Principal at Wilson C. Riles Middle School, introduced Shelly Hoover, Vice Principal at Wilson C. Riles Middle School. Mrs. Hoover shared information with the Board on the BEST Program. Staff were then recognized for their work in this program.
2. CHS Boys Varsity Basketball Team - Scott Loehr, Superintendent, awarded each player and coach with a commendation for their hard work and dedication during this basketball season.

ORGANIZATION REPORTS

1. **CUTA** - Douglas Higgins, President, congratulated the basketball team for their efforts this year. Congratulated Oak Hill for their achievement on the 2010 California Distinguished School Award and Riles for the National AVID Demonstration School Award. He then addressed the Hearing process. He noted that 22 people received a happy notice that their layoff had been rescinded. He noted that he was disappointed in communication during this hearing process. This resolution reached on Saturday could have been reached on Wednesday April 14. He noted that the final resolution was very similar to the one proposed on Wednesday. Next year when we go through this process he hopes that we have learned something.
2. **CSEA** - Marie Huggins, President, commended Oak Hill and Riles Middle School for their accomplishments. She also commended Mr. Tigner and the Negotiating Team for their efforts on coming to some agreements on several proposals. They are in the process of changing some of the language in their contract. In May they are looking at several activities for the membership (ie. CSEA Benefits Meeting).

REPORTS/PRESENTATIONS

1. **CFW Foundation Scholarship Presentation** – Craig Deason, Assistant Superintendent Operations & Facilities, introduced Shin Green from Caldwell Flores Winters. Mr. Green briefly explained the qualifications for a scholarship from CFW. He then introduced and presented Mathew Prindle with a \$3,000 scholarship.

REPORTS/PRESENTATIONS (continued)

2. CHS Baseball Field Upgrade Project - Craig Deason, Assistant Superintendent Operations & Facilities, gave information on the upgrades that the district is looking at for the baseball fields at Center High School. It was noted that this would be paid for by Bond money saved on the Stadium Project. He noted that there will still be some money left that can be used on other upgrades at any of the sites.

3. Update on District Disaster Drill - Craig Deason, Assistant Superintendent Operations & Facilities, shared information on the Readiness and Emergency Management for Schools Grant. He showed the Board items that are included in the incident command backpacks for each site and the district office. He noted that a website will be launched next year for emergency personnel to be able to access.

Sacramento County North Area School Emergency and Safety Alliance is the name of the group our district belongs to, with a total of 5 district in this group. Mr. Deason also shared information on the District-wide Disaster Drill that will occur April 30 at 9:30 am. He noted that this first drill would give the sites/departments practice working with and completing the paperwork, as well as reporting the necessary information.

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA

Cindy Campbell, parent of 5th grader and 8th grader in the district, she shared information on the idea of S.O.S. (Save our Staff, Save our Students, Save our Schools). May 7-9, in the Umpqua Bank parking lot, her husband and children will stay in a lift to raise money. The bank will have extended hours to collect money for this fundraiser. She has sent letters to many companies asking for their support. The Board shared their concerns with the liabilities of her child in a lift all weekend. The Board did make it clear that this could not be a district event, and would not be liable.

Kriss Hays, Assistant Principal at Center High School, invited the Board to the Top Ten Dinner on May 11 Woodcreek Golf Course. She noted there are actually 15 students being recognized this year.

Alyssa Rodriguez, student at Center High School, inquired on how long it will take to recover from the debt we are in. Mr. Loehr noted that we don't really know. Ms. Bess also noted that we don't really know, and that we take it one day at a time.

BOARD/SUPERINTENDENT REPORTS

Mr. Blenner

- noted that he was at his Open House at Rio Americano and that was the reason for not attending the last meeting.
- congratulated OH and Riles on their achievements.
- noted that he toured Oak Hill in March and Dudley recently and enjoyed both tours.

Mrs. Anderson

- congratulated Oak Hill and Riles.
- thanked Mrs. Campbell for trying to come up with ideas on how to help the district.
- noted that she is looking forward to the graduation ceremonies.
- noted that she is glad to see Mr. Case back at CHS.

Mr. Friedman

- toured Oak Hill two weeks ago.
- noted that one of the teachers he observed was one on the "cut list", but didn't let that take away from her teaching.

BOARD/SUPERINTENDENT REPORTS (continued)

Mr. Wilson

- congratulated both Oak Hill and Riles.
- mentioned that he will be attending the Scottish games on Friday and Saturday.

Mrs. Williams

- congratulated Oak Hill and the staff and students.
- mentioned that today is Administrative Professionals Day; thanked all of our Administrative Support Staff.
- thanked the basketball team and families for coming tonight.
- thanked Mathew Prindle and his family for coming to receive his scholarship.
- thanked the unions for their working relationships with the district, even though sometimes it isn't easy.
- thanked the district staff for the work they've done this year.

Mr. Loehr

- thanked Carol Hunt for her efforts all year for him on the Board. He also thanked her for her time and work on the recognitions for the basketball team.
- congratulated Oak Hill and Riles on their awards.
- noted that Ms. Schmieder and another staff member from Spinelli are in Anaheim receiving their site's Title 1 award.
- thanked Douglas and Marie for working with the district on issues.
- noted that Global's WASC visit went very well today.

CONSENT AGENDA

1. Approved Adoption of Minutes from April 7, 2010 Regular Meeting
2. *This item was pulled for separate consideration.*
3. Approved Field Trip: Gibson Ranch County Park Civil War Experience - Riles
4. Approved California High School Exit Exam (CAHSEE) Waiver Request - CHS
5. Approved Resolution #24/2009-10: Adopting Informal Bidding Procedures Pursuant To The Uniform Public Construction Cost Accounting Act
6. Approved Resolution #25/2009-10: Adopting Uniform Public Construction Cost Accounting Procedures
7. Approved Payroll Orders: July 2009 - March 2010
8. *This item was pulled for separate consideration.*

Motion: Wilson

Ayes: Anderson, Blenner, Friedman, Williams

Second: Friedman

Wilson

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION

2. Approved Resolution #26/2009-10: Resolution Authorizing Payment To Board Member for Missed Meeting

Motion: Friedman

Ayes: Anderson, Friedman, Williams, Wilson

Second: Wilson

Abstain: Blenner

8. Approved Supplemental Agenda (Vendor Warrants)

Motion: Friedman

Ayes: Anderson, Blenner, Friedman, Williams

Second: Blenner

Abstain: Wilson

BUSINESS ITEMS

- A. **APPROVED - Resolution #23/2009-10: Increase Statutory School Fees Imposed on Residential and Commercial/Industrial Development Projects**

Trustee Wilson asked why having lower developers fees wouldn't draw developers to our area first.

Motion: Friedman
Second: Blenner

Ayes: Anderson, Blenner, Friedman, Williams
Wilson

ADVANCE PLANNING

- a. ***Future Meeting Dates:***
i. *Wednesday, May 5, 2010 @ 6:00 p.m. - Oak Hill Elementary School Multipurpose Room*
b. ***Suggested Agenda Items:***

At 8:00 pm the Board took a 5 minute break before returning to Closed Session.

CONTINUATION OF CLOSED SESSION - 8:05 pm

RETURNED TO OPEN SESSION – 9:09 p.m.

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

President Williams announced that there was no action taken in Closed Session.

ADJOURNMENT – 9:12 p.m.

Motion: Blenner
Second: Wilson

Vote: General Consent

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: Superintendent's Office

Action Item X

To: Board of Trustees

Information Item

Date: May 5, 2010

#Attached Pages 1

From: Scott A. Loehr, Superintendent

Principal's Initials:

SUBJECT: Adoption of Minutes

The minutes from the following meeting are being presented:

April 21, 2010 Special Meeting

RECOMMENDATION: CJUSD Board of Trustees approve presented minutes.

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES SPECIAL MEETING

Wilson C. Riles Middle School - Multipurpose Room
4747 PFE Road, Roseville, CA 95747

Wednesday, April 21, 2010

MINUTES

**This Special Meeting of the Board was conducted
concurrent with the Board's Regular Meeting*

CALL TO ORDER - President Williams called the meeting to order at 6:06 p.m.

ADOPTION OF AGENDA - approved adoption of agenda as presented, to be run concurrently with the other agenda.

Motion: Friedman
Second: Anderson

Ayes: Anderson, Blenner, Friedman, Williams,
Wilson

CONSENT AGENDA

1. Approve Memorandum of Understanding - Certificated Furlough Days
2. Approve Revised 2010/2011 District School Calendar
3. Approve Resolution #27/2009-10: Final Notice of Layoff Because of Reduction of Particular Kinds of Services, No Request for Hearing

Motion: Friedman
Second: Blenner

Ayes: Anderson, Blenner, Friedman, Williams,
Wilson

ADJOURNMENT – 8:00 p.m.

Motion: Blenner
Second: Wilson

Ayes: Anderson, Blenner, Friedman, Williams,
Wilson

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:	Personnel Department	Action Item	<u>X</u>
Date:	May 5, 2010	Information Item	
To:	Board of Trustees	# Attached Pages	<u>3</u>
From:	George Tigner, Chief Administrative Officer 		

CONSENT AGENDA

Subject: Certificated Personnel Transactions

Rescission of Layoffs

Lura Anderson, Spinelli Elementary School
 Jeffrey Asbury, Spinelli Elementary School
 Lisa Baca, Dudley Elementary School
 Antoinette Brinks, North Country Elementary School
 Clifton Castro, Center High School
 Lisa Childers, Oak Hill Elementary School
 Brenda Cunningham, Wilson Riles Middle School
 Karina Custer, Spinelli Elementary School
 Dabrena Diab, Oak Hill Elementary School
 Aaron Hagman, McClellan High School
 Kristin Hanson, North Country Elementary School
 Richard Hayes, Wilson Riles Middle School
 Larry Heslin, Wilson Riles Middle School
 Stephen Kyle, North Country Elementary School
 Jennifer Larmer-Virgen, North Country Elementary School
 Paula Mendell, Oak Hill Elementary School
 Anne Merdinger, Dudley Elementary School
 Lisa Miller, Center High School
 Carrie Muldoon, Dudley Elementary School
 Mary Neal, Wilson Riles Middle School

Rescission of Layoffs Continued

Cynthia Piegaro, Dudley Elementary School
Jane Purdy, Oak Hill Elementary School
Penny Rittenhouse, Oak Hill Elementary School
Tina Seele, Wilson Riles Middle School
Robert Strayer, Center High School
Brandy Ventittelli, Oak Hill Elementary School
Shirley White, Center High School

Recommendation: Approve Certificated Personnel Transactions as Submitted

Lura Anderson's layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Jeffrey Asbury's layoff has been rescinded and he will be returning for the 2010/11 school year, effective August 2, 2010.

Lisa Baca's layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Antoinette Brinks' layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Clifton Castro's layoff has been rescinded and he will be returning for the 2010/11 school year, effective August 2, 2010.

Lisa Childers' layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Brenda Cunningham's layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Karina Custer's layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Dabrena Diab's layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Aaron Hagman's layoff has been rescinded and he will be returning for the 2010/11 school year, effective August 2, 2010.

Kristin Hanson's layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Richard Hayes' layoff has been rescinded and he will be returning for the 2010/11 school year, effective August 2, 2010.

Larry Heslin's layoff has been rescinded and he will be returning for the 2010/11 school year, effective August 2, 2010.

Stephen Kyle's layoff has been rescinded and he will be returning for the 2010/11 school year, effective August 2, 2010.

Jennifer Larmer-Virgen's layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Paula Mendell's layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Anne Merdinger's layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Lisa Miller's layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Carrie Muldoon's layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Mary Neal's layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Cynthia Piegaro's layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Jane Purdy's layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Penny Rittenhouse's layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Tina Seele's layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Robert Strayer's layoff has been rescinded and he will be returning for the 2010/11 school year, effective August 2, 2010.

Brandy Ventittelli's layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Shirley White's layoff has been rescinded and she will be returning for the 2010/11 school year, effective August 2, 2010.

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Superintendent's Office	Action Item <u> X </u>
To:	Board of Trustees	Information Item <u> </u>
Date:	May 5, 2010	# Attached Pages <u> </u>
From:	Scott A. Loehr, Superintendent	
Principal/Administrator Initials:	<u> </u>	

SUBJECT: Career Technical Education Application for Funding - Carl D. Perkins Career and Technical Education Improvement Act of 2006

Attached is the annual application for our Career and Technical Education funding. This funding is utilized at Center High School to support career and vocational education related courses. The grant amount for the 2010-2011 school year will be \$39,294.

RECOMMENDATION: CJUSD Board of Trustees approve the Career Technical Education Application for Funding - Carl D. Perkins Career and Technical Education Improvement Act of 2006.

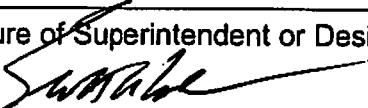
CONSENT AGENDA

DUE DATE: May 1, 2010

**Carl D. Perkins Career and Technical Education Improvement Act of 2006
APPLICATION FOR 2010–11 FUNDING**

Local Educational Agency (LEA): Center Joint Unified School District		County-District (CD) Code: 34-37973
Address of LEA: Center High School 3111 Center Court Lane Antelope, CA 95843		Check Appropriate Box: <input type="checkbox"/> Sec. 112 - State Institutions <input checked="" type="checkbox"/> Sec. 131 - Secondary <input type="checkbox"/> Sec. 132 - Adult/ROCP
Name of LEA Superintendent or Chief Administrator: Scott A. Loehr		
Allocation Amount: \$39,294		Board Approval Date: 5-5-2010
Name of Perkins Coordinator: Mike Jordan Title: Principal	Telephone Number: (916)339-6425 Extension: Fax Number: (916)338-6370 E-mail Address:mikejordan@centerusd.org	
Perkins Coordinator's Address (If different from LEA address above):		

CERTIFICATION: I hereby certify that all state and federal rules and regulations will be observed and that the assurances and certifications related to this program are accepted as the conditions in the operation of this program. The funds associated with this application will support the implementation of our 2008–2012 local Career Technical Education (CTE) Plan and provide a program that is of sufficient size, scope, and quality to effectively address the career preparation needs of our students. This funding will supplement state and local CTE funds and improve, enhance, or expand our CTE programs in the 2010–11 school year. I certify that, to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name of Superintendent or Designee: Scott A. Loehr	Title (If not superintendent):
Signature of Superintendent or Designee: 	Date: 4/22/10

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY	
Reviewed and Recommending Approval:	Date:
Final Approval:	Date:

SECTION I

SIGN-OFF FORM FOR FEDERAL AND STATE ASSURANCES AND CERTIFICATIONS

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Carl D. Perkins Career and Technical Education Improvement Act of 2006. A signature on this page confirms that the documents listed below are complete and on file in the agency and that the superintendent or an authorized designee has reviewed the documents and agrees to comply with the assurances, certifications, terms, and conditions.

The general assurances and certification are available on the CDE Web site. See page 12 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application* for the specific link to each assurance and certification. The complete text of program specific assurance, certification, terms and conditions can be found on pages 25–32 in the *Request for Application*.

- California Department of Education General Assurances (CDE-100A)
- Drug Free Workplace Certification (CDE-100DF)
- U.S. Department of Education Debarment and Suspension (ED 80-0014)
- U.S. Department of Education Lobbying (ED80-0013)
- Perkins IV Assurances and Certifications (CDE 100)
- 2010–11 Grant Conditions

CERTIFICATION: As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 funding, I have read the assurances, certifications, terms and conditions associated with this grant and I agree to comply with all requirements as a condition of funding.

Printed Name Mike Jordan

Title High School Principal

Signature _____

Date _____

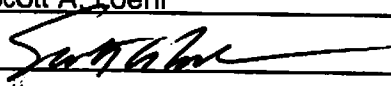
SECTION II

SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS

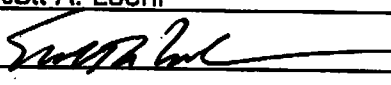
The Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires local educational agencies (LEAs) to implement strategies to overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the activities needed to prepare these students for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.

This form confirms that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have reviewed and approved the 2010-11 Perkins IV application for funds. Each special population category **must** be signed by the LEA's designated administrator or the certificated representative responsible for that program.

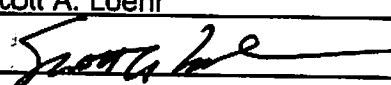
Economically Disadvantaged (Title I Coordinator/Administrator)

Printed Name Scott A. Loehr Title Superintendent
Signature  Date 4/22/10

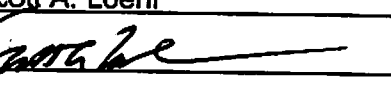
Limited English Proficiency (English Learner Coordinator/Administrator)

Printed Name Scott A. Loehr Title Superintendent
Signature  Date 4/22/10

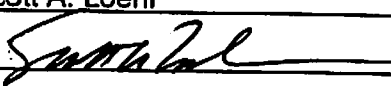
Disabled (Handicapped) (Special Education Coordinator/Administrator)

Printed Name Scott A. Loehr Title Superintendent
Signature  Date 4/22/10

Single Parent or Single Pregnant Women (Title IX Coordinator/Administrator)

Printed Name Scott A. Loehr Title Superintendent
Signature  Date 4/22/10

Gender Equity or Nontraditional Training (Title IX Coordinator/Administrator)

Printed Name Scott A. Loehr Title Superintendent
Signature  Date 4/22/10

Displaced Homemaker (Title IX Coordinator/Administrator)

Note: Required only on Section 132 (Adult) applications

Printed Name _____ Title _____
Signature _____ Date _____

SECTION III: ASSESSMENT OF CAREER TECHNICAL EDUCATION PROGRAMS (CORE INDICATORS) SECONDARY

Instructions are on page 19 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*.

Secondary (continues on page 5)

Core Indicator	Definition	LEA Level 2007/08	LEA Level 2008/09	State Level 2008/09	90% or more of the State level
1S1 Academic Attainment- Reading/ Language Arts	Numerator: Number of 12 th grade CTE concentrators who have met the proficient or advanced level on the English-language arts portion of the California High School Exit Examination (CAHSEE). Denominator: Number of 12 th grade CTE concentrators.	<u>100%</u>	<u>100%</u>	23.0%	20.7%
					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1S2 Academic Attainment- Mathematics	Numerator: Number of 12 th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE. Denominator: Number of 12 th grade CTE concentrators.	<u>100%</u>	<u>100%</u>	22.0%	19.8%
					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2S1 Technical Skill Attainment	Numerator: Number of CTE concentrators enrolled in a capstone CTE course who received an "A", "B", or "C" grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards. Denominator: Number of CTE concentrators enrolled in capstone CTE courses during the reporting year.	<u>100%</u>	<u>95.77%</u>	53.0%	47.7%
					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3S1 Secondary School Completion	Numerator: Number of 12 th grade CTE concentrators who earned a high school diploma, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities). Denominator: Number of 12 th grade CTE concentrators who left secondary education during the reporting year.	<u>100%</u>	<u>100%</u>	85.5%	76.95%
					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Core Indicator	Definition	LEA Level 2007/08	LEA Level 2008/09	State Level 2008/09	90% or more of the State level
4S1 Student Graduation Rate	Numerator: Number of 12 th grade CTE concentrators who, in the reporting year, were included as graduated in the states computation of its graduation rate. Denominator: Number of 12 th grade CTE concentrators.	<u>N/A%</u>	<u>100%</u>	83.2%	74.88%
					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5S1 Secondary Placement	Numerator: Number of 12 th grade CTE concentrators who left secondary education during the reporting year and entered postsecondary education or advanced training, military service, or employment, as reported on a survey six months following graduation. Denominator: Number of 12 th grade CTE concentrators who left secondary education during the reporting year and responded to a follow-up survey.	<u>N/A%</u>	<u>99.39</u>	78.0%	70.2%
					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6S1 Non-traditional Participation	Numerator: Number of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields. Denominator: Number of all CTE participants enrolled in a program sequence that leads to employment in nontraditional fields.	<u>34.87%</u>	<u>36.98%</u>	23.0%	20.7%
					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6S2 Non-traditional Completion	Numerator: Number of CTE concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to employment in a nontraditional field who received an "A", "B", or "C" grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards. Denominator: Number of all CTE concentrators enrolled in a capstone CTE course that leads to employment in nontraditional fields.	<u>22.22%</u>	<u>31.33</u>	18.0%	16.2%
					<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

SECTION III: ASSESSMENT OF CAREER TECHNICAL EDUCATION PROGRAMS (CORE INDICATORS)
ADULT

Center High School does not have Adult Education

Core Indicator	Definition	LEA Level 2007/08	LEA Level 2008/09	State Level 2008/09	90% or more of the State level
1A1 Technical Skill Attainment	Numerator: Number of adult CTE concentrators enrolled in a CTE capstone course who passed an end-of-program assessment or earned a competency certificate during the reporting year.	____%	____%	70.0%	63.0%
	Denominator: Number of adult CTE concentrators enrolled in a CTE capstone course who took an end of program assessment or who were eligible to earn a competency certificate in a CTE program.				<input type="checkbox"/> Yes <input type="checkbox"/> No
2A1 Credential, Certificate, or Degree	Numerator: Number of adult CTE concentrators enrolled in a CTE capstone course who earned an industry-recognized credential, certificate, degree, or completed a transfer program.	____%	____%	47.5%	42.75%
	Denominator: Number of adult CTE concentrators who were enrolled in a CTE capstone course.				<input type="checkbox"/> Yes <input type="checkbox"/> No
4A1 Student Placement	Numerator: Number of adult CTE concentrators who left adult education and enrolled in postsecondary education or advanced training, entered military service, or employment as reported on a survey six months following the program year.	____%	____%	65.3%	58.73%
	Denominator: Number of adult CTE capstone concentrators who left adult education during the reporting year and responded to a follow-up survey.				<input type="checkbox"/> Yes <input type="checkbox"/> No
5A1 Non-traditional Participation	Numerator: Number of adult CTE participants from underrepresented gender groups enrolled in a program sequence that leads to employment in nontraditional fields.	____%	____%	23.0%	20.7%
	Denominator: Number of all adult CTE participants enrolled in a program sequence that leads to the employment in nontraditional fields.				<input type="checkbox"/> Yes <input type="checkbox"/> No
5A2 Non-traditional Completion	Numerator: Number of adult CTE concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to employment in nontraditional fields who passed an end-of-program assessment or earned a competency certificate.	____%	____%	18.0%	16.2%
	Denominator: Number of adult CTE concentrators enrolled in a capstone CTE course that leads to employment in nontraditional fields who took an end of program assessment or who were eligible to earn a competency certificate.				<input type="checkbox"/> Yes <input type="checkbox"/> No

Program Improvement Form

An LEA that does not reach 90 percent of the state-established performance level for any core indicator must submit this form. Instructions are on page 21 of the *Carl D. Perkins Career and Technical Education Improvement Act 2006, 2010–11 Request for Application*.

EXAMPLE				
Core Indicator: (not meeting 90% level)	Explanation (Why did the LEA not meet the state-established performance level for this core indicator?): Low numbers of female students enrolled in automotive and building trades programs.		Funding Source to be used to cover expenses:	Amount of funding:
6S1	Strategy to improve performance level (Describe the strategy that will be used to improve the performance level for this core indicator.): Raise awareness among students and staff about non-traditional student participation.	Planned activities (Describe the specific activities that will be employed to achieve the improvement strategy.): 1. Meet with school counselors about non-traditional careers and student enrollment. 2. Produce handouts/brochures for students.	Perkins IV	\$200
Core Indicator	Explanation:		Funding source to be used to cover expenses:	Amount of funding:
	Strategy to improve performance level:	Planned activities:		
Core Indicator	Explanation:		Funding source to be used to cover expenses:	Amount of funding:
	Strategy to improve performance level:	Planned activities:		

SECTION IV: PROGRESS REPORT TOWARD IMPLEMENTING THE LOCAL CTE PLAN

The implementation of every LEA's local CTE plan directly affects the implementation of the State CTE Plan. Through the five-year duration of Perkins IV, 2008–2013, LEAs will report on the progress they have made toward implementation of their local CTE plan. This progress report is an opportunity to reflect on the goals outlined in the local CTE plan as well as noting the successes and challenges that occurred during the 2009–10 school year.

Additionally, the LEA should set measurable CTE outcomes for the 2010–11 school year based on what has been learned and the core indicator data reported in Section III.

LEA personnel must respond to the following prompts or questions:

1. In the 2009–10 application (Section IV, question 3), the LEA identified three goals from the local CTE plan on which it would focus during the 2009–10 school year. What progress has the LEA made toward achieving those specific goals? How has the LEA improved, enhanced, or expanded CTE for students during 2009–10?

Our first goal was to maintain lower class sizes compared to the school-wide 36 to 1. We attained that goal, maintaining an average of 25 to 1 in CTE courses, and all sections that we had last school year were maintained.

Our second goal of having a CTSO in every pathway was completed partially. We have a state-wide recognized FBLA, with the election of one of our members to State President this year. We started a CTSO in Woods, and one in Culinary Arts, as well as Fashion Design. We were unable to start one in Auto, since our auto shop teacher is out for a full semester for treatment of colon cancer. However, we found a retired auto teacher to substitute for him and he has been recruiting at the junior high, so we have hopes next year of raising our 80% success to 100%.

Our third goal was to either increase the school day from 6 periods to 7 or 8 in block scheduling. Since this was considered by the school board to be an "increased cost" item, it has been tabled until revenues resume at their previous levels. However, the third goal had an alternative to completion, by creating a new pathway, which we did accomplish. We created a new pathway in Arts, Media, and Entertainment Sector, Media and Design Arts Pathway by offering, and filling four sections of Computer Graphics this year, and offering another course in Digital Photography next year.

2. During the 2009–10 school year, how has the LEA's CTE Advisory Committee been involved in the ongoing development, implementation, and evaluation of CTE programs?

We have always utilized the steering committee to examine course offerings, evaluate the topics we teach within the course offerings, and suggest alterations and adjustments to the curriculum. This did not change this year. While some suggestions could not be immediately implemented due to the extraordinary budget constraints, the steering committee's input was invaluable in validating what we are already doing, and supportive in understanding our limited resources. Some of the suggestions (like offering Digital Photography and using professional equipment, to dove-tail with the offering this year of Computer Graphics) we expect to implement in the 2010-11 school year.

This year we have investigated new methods of meeting, due to the time constraints of our busy business community members. We are currently trying a "virtual steering committee meeting" by providing the members materials online, and allowing the members to log on and view the materials, read our questions for input, and answer the questions online, as well as express their opinions as their time allows. So far this has resulted in better participation and more broad-based participation than ever before.

3. What is the status of Career Technical Student Organizations (CTSOs) in the LEA's CTE programs? How has the LEA embedded leadership development in all CTE courses?

The Computer Technology and Business areas are represented by FBLA. We are pleased that we have the most prestigious and highest participation of any chapter in Northern California. We just had one of our members elected as the Northern Section president, and at the section competition, we placed first, second, and third in nearly every competition.

In Auto Technology, our VICA chapter was just starting when our Auto teacher was diagnosed with cancer and has been out the rest of the year. He is expected to return next school year and re-institute the VICA chapter.

In Woods, interest was low due to declining enrollment, due to the Woods teacher being re-assigned to increased mainstream classroom instruction. He can teach more students in English than in the safety-mandated class size of the woodshop. We anticipate the return of his SKILS chapter when his Woods/Cabinetmaking assignments return to their previous levels.

FHA has taken a "time-out" due to the advisor being assigned to work without a prep period. This has taken its toll on her in that Fashion Design and Culinary

Arts instruction can be an exhausting job regardless of teaching without a prep. Current plans have her returning to a normal schedule which should allow her time to pursue her FHA chapter.

Regardless of the state of the appropriate CTSO, text books, and generalized instruction include sections dealing with leadership, and actual on-the-job expectations, which our steering committee has helped us develop. It has become clear that any post-secondary employment requires a modicum of leadership, and any advancement to a non-entry-level position requires a high degree of leadership and management skills, all of which are taught by direct instruction, and guided practice in group work in every discipline.

4. Identify at least three measurable outcomes from the local CTE plan on which the LEA will focus in 2010–11.

First, the district has already made the commitment to support CTE by running smaller class sizes wherever possible. In all other areas, the class sizes are 36 to 1, however, in CTE courses, many courses are limited by equipment and safety. The district will allow courses to run with as few as 14 students whenever possible without addition of staff. During the 2010-11 school year, we will maintain the same number of sections offered in all departments (overall) as were offered this year. This gives us a measure of success in the face of declining enrollment in the school as a whole.

Every strand does not currently have a supporting CTSO, but rather has a course of study that provides coursework in Leadership. It is the intention of the district to start moving that Leadership coursework into new CTSOs so that more time is available in the course itself for learning enhanced skills. The principal has found supplementary means to keep our site budget from falling and therefore, student organizations can be maintained or begun. In the 2010-11 school year, every pathway will have established a corresponding CTSO as determined the numbers of acquired charters in FHA (Fashion and Culinary), and SKILS and VICA (Woods and Auto).

It is the desire of the district to enhance education in every way possible and toward that end, block scheduling is still an avenue of exploration for the district. Much evidence points towards its resulting in improved student learning, yet adding a cost to the budget. These efforts will not end but be re-doubled to attempt to re-instate a block schedule of some sort. This can expand CTE immensely, since CTE is usually task-oriented, and as such, often lends itself to a block schedule much more (and a 7- or 8-period schedule opens up more opportunities for all students, including university-bound students to take CTE courses without sacrificing the required a through g required courses. We cannot control the offering of an expanded school day, so we will measure this outcome

by whether we successfully create a new pathway in the Marketing, Sales, and Service Industry Sector, Entrepreneurship Pathway.

SECTION V: SEQUENCE OF COURSES TO BE FUNDED WITH PERKINS IV IN 2010–11

Instructions are on page 22 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*


Only sequences of courses identified in the LEA's approved Local CTE Plan, added or modified in the 2009–10 application, or submitted in Section VII (Local CTE Plan Update) of this application can be supported by Perkins IV funds.

Industry Sector	Career Pathway	School site where the sequence is offered	Amount of Perkins Funding Allocated to this Sequence	Page # in Local CTE Plan
Information Technology	Information Support & Services	Center High School	\$8277	35
Information Technology	Programming & Systems Development	Center High School	\$2114	36
Building Trades & Construction	Cabinetmaking & Wood Products	Center High School	\$2514	37
Engineering & Design Industry	Engineering Design	Center High School	\$1914	38
Hospitality, Tourism & Recreation	Food Service & Hospitality	Center High School	\$3414	39
Fashion & Interior Design	Fashion Design, Manufacturing, & Merchandising	Center High School	\$3414	40
Transportation	Vehicle Maintenance, Services, & Repair	Center High School	\$2914	41
Arts, Media, and Entertainment	Media & Design Arts	Center High School	\$13204	42
		(3.89% administrative fee)	\$1529	

SECTION VI
BUDGET AND EXPENDITURE SCHEDULE
2010-11

Local Educational Agency (LEA): Center Joint Unified School District

CD Code: 34-37973

Authorized Signature: 

Total Allocation: 39,294 ☒ **Select One**
Indirect Cost Rate (percent): 3.89% ☐ **ORIGINAL BUDGET**
☐ **END-OF-YEAR CLAIM**

Funding Source and Purpose:
☐ Section 112 State Institutions
☒ Section 131 Secondary
☐ Section 132 ROCP and Adult

Object Code and Budget Category	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	(I) Total
Percentage of grant expenditures allowed	At least 85% of the grant must be spent in these areas						Not to exceed 10% of total expenditure	Not to exceed 5% of total expenditure	
1000 Certificated Salaries	1,950								1,950
2000 Classified Salaries									
3000 Employee Benefits									
4000 Books/Supplies	10,352				11,463				21,815
5000 Services/ Operating Expenses	14,000								14,000
6000 Capital Outlay									
7000 Indirect Costs								1,529	1,529
Total									39,294

Instructions are on page 22 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010-11 Request for Application*.

SECTION VI: Budget Narrative

Instructions are on page 24 of the *Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2010–11 Request for Application*. See Appendix B, Sample Perkins IV Budget Narrative, to comprehend the level of detail required in the budget narrative.

OBJECT #	EXPENDITURE DESCRIPTION	AMOUNT
1000	Certificated Salaries	
	Substitute costs for teachers to attend conferences and workshops pertinent to their CTE sector and supervise CTSO student conferences and competitions and field trips (13 days x \$150 per day)	\$1,950
	Subtotal for 1000 category	
2000	Classified Salaries	\$0
	Subtotal for 2000 category	
3000	Benefits	
	<ul style="list-style-type: none"> ▪ Certificated allocation: ▪ Classified allocation: 	\$0
	Subtotal for 3000 category	
4000	Books and Supplies	
Special Populations	Software for control of student computers	\$699
"	Two electronic whiteboards and two document cameras for General and special populations	\$5,664
"	Memory for 35 computer upgrades	\$2,150
Special Populations	Computer Graphics texts (year 2 of 3 year startup)	\$1,913
"	Digital Photography texts (year 1 of 3 year startup)	\$2,000
	Four Professional cameras for Digital Photography	\$2,939
	Ten simple digital cameras for Digital Photography	\$2,000
	Plasma cutting torch system	\$1041
	Long-life saw blades, router/drill bits	\$600
	Lithium-ion drills	\$450
	Industrial 49 cu ft refrigerator	\$3000
	Non-capitalized Equipment	

SECTION VII: LOCAL CTE PLAN UPDATE

Applicants may update their local CTE plans annually, if necessary. This is a good time to review local CTE plan benchmarks and make adjustments to reflect progress or additions to the CTE program. This is particularly important if:

- New courses have been added to an existing program sequence.
- New sequences of courses have been developed for an existing industry sector.
- A new industry sector and the corresponding sequences of courses have been developed.

If Perkins IV funds will be used to support any new industry sectors or courses not included in the original Local CTE Plan, or submitted with the 2009–10 application and approved by the CDE, a new sequence of courses worksheet must be completed. Go to the CDE Perkins Forms and Files Web page at <http://www.cde.ca.gov/ci/ct/pk/forms.asp> and download the Sequence of Courses Worksheet from the Local CTE Plan Forms.

Other updates to the local CTE plan can be submitted in narrative form with a reference to the Local CTE Plan chapter, section, and question.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Instructional Services
Date: May 5, 2010
To: Board of Trustees
From: George Tigner
Chief Administrative Officer
Initials: G.T.

Action Item X
Information Item
Attached Pages

SUBJECT: 2010-2011 Contract with Dr. Robert A. Hoffman O.D. MCT Vision Screening

Please approve the attached contract for MCT Vision screening services for students enrolled in Center Joint Unified School District.

Contractor or his agents agree to test up to approximately, but not limited to, Three Hundred (300) students per day. For these services, contract shall be paid Three Dollars per student and not less than Four Hundred and Fifty dollars (\$450) Dollars per day, whichever is greater.

RECOMMENDATION: CJUSD Board of Trustees to approve 2010/2011 school year contract with Dr. Robert A Hoffman O.D., MCT Vision Screening Contract 20010/11

CONSENT AGENDA



DR. ROBERT A. HOFFMAN
DR. LIANNE C. INOUE
Optometrists

705 E. Bidwell, Suite 10
Folsom, CA 95630

916.983.6211
Fax 916.983.6608
www.eyefinity.com/folsomeye

MCT Vision Screening Contract 2010-2011

Contractor or his agents shall provide Modified Clinical Technique Vision Screening Services for children enrolled in Center Unified School District.

The specific days for testing are to be mutually agreed upon by contractor and School District. The School District shall designate which children are to be tested as well as the school site(s) where testing is to occur.

Contractor or his agents agree to test up to approximately Three Hundred (300) students per day. For these services contractor shall be paid Three Dollars per student and not less than four hundred and fifty dollars per day, whichever is greater.


Contractor must be notified at least ten (10) days prior to the cancellation of any screening day by the School District in order to avoid being charged for that testing day.

Payment for services is due thirty days after the final day of testing.

County(District) Office of Education

Contractor

By: _____

By: 
Robert A. Hoffman O. D.

Tax ID 68-0201477

Date _____

Date 7/10/11

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Special Education

Date: May 5, 2010

Action Item X

To: Board of Trustees

Information Item

From: Scott Loehr, Superintendent

Attached Pages

Initials: S.L.

SUBJECT: 2009/2010 Master Contract

Please approve the following Master Contract for a special education student to receive services at a nonpublic school/agency during the 2009/10 fiscal year.

Crossroads aka (Lane Education Center)

RECOMMENDATION: CJUSD Board of Trustees to approve a Master Contract for the 2009/2010 school year.

CONSENT AGENDA

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Special Education

Date: May 5, 2010

Action Item X

To: Board of Trustees

Information Item

From: Scott Loehr, Superintendent

Attached Pages

Initials: S.L.

SUBJECT: 2009/2010 Individual Service Agreements

Please approve the following Individual Service Agreements for a special education student to receive services at a nonpublic school/agency during the 2009/10 fiscal year.

2009/10- 91	Red Rock Canyon School	\$26,875.00	(Amended)
2009/10-215	Crossroads	\$10,446.54	

RECOMMENDATION: CJUSD Board of Trustees to approve an Individual Service Agreements for the 2009/2010 school year.

CONSENT AGENDA

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: North Country Elementary

Date: April 15, 2010

Action Item X

To: Board of Trustees

Information Item

From: Kathleen Lord, Principal

Attached Pages

Principal's Initials:

SUBJECT: Transition of Title 1 Program

Please approve transition from Target Assist to School Wide Title 1 Program.
See attached plan.

RECOMMENDATION: Approve

CONSENT AGENDA

Currently, North Country operates a Title I Targeted Assistance Program. This means that specific students are identified to take part in an intervention program and have access to specific material and resources. These students have been identified through state assessments and classroom progress as being most at risk of not meeting state academic standards. Funding explicitly benefits these students.

We are in the planning stages of converting to a Title I school wide program. A school wide program is designed to be a comprehensive reform of the school's total program. The focus of a school wide program is to implement reform strategies designed to upgrade the entire educational program. A school wide program's purpose is to increase academic achievement for all students by integrating programs, strategies and resources across federal, state and local funds. Efforts will remain to improve the achievement of those students who are most at risk of failing to meet state standards.

Schools operating school wide programs under E.S.E.A. Title I have the option of using the Single Plan for Student Achievement as a foundation of the school wide and Title I plan due to the fact that it describes strategies that provide all children opportunities to reach proficient and advanced levels of academic achievement using methods based upon scientific research or proven practice.

Attached is the 2009-2010 copy of the Single Plan for Student Achievement which will be modified after the transition to a school wide program and after 2010 STAR data has been analyzed. It will become our school wide document to meet both state and federal guidelines. Included are the nine required components of a school wide plan based on a comprehensive evaluation of the needs of all students in our school. A parent survey was conducted to help further our research in this area. The focus is improving student achievement toward meeting state standards by improving the overall instructional program in the school.

Beginning in the 2010-2011 school year the Single Plan for School Achievement will serve as the foundation of our school and Title I program. Attached is the current year single plan. Next year's plan will incorporate the objectives listed below.

Comprehensive Needs Assessment

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

North Country provides an environment that:

Resolves conflicts responsibly

Encourages safety

Stimulates the intellect through a researched-based curriculum

Produces responsible citizens

Enables each child to succeed

Celebrates diversity

Teaches ecological responsibilities

North Country is a friendly neighborhood elementary school located in Antelope, CA, a suburban community approximately two miles north of McClellan Park. North Country opened its doors in July 1990 as a K-6 school on a multi-track year-round schedule. Today, we are home to 500 K-5 students on a modified traditional schedule. The student population has undergone many changes in the past fifteen years due to growth in the area, boundary changes within the district, an increase of socioeconomically disadvantaged families, and an increase in families from culturally and ethnically diverse backgrounds. We are a Title I school with 62% of our students eligible for free/reduced meals.

Due to the efforts of a dedicated staff, and a commitment to professional development, student achievement remains high. Currently, our API is 813. Several elements of our school program have served as a model for other schools including our cutting edge technology program, a comprehensive reading and language arts program, and the Title I learning center, fondly known as TLC (Timberwolf Learning Club). All three of these programs were awarded The Golden Bell from The California School Boards Association.

Each grade level building at our school is named after a California native tree. This theme ties into the California native landscape and site-funded history, life lab and nature centers constructed by teachers, parents and community members during the school's first year. These outdoor exhibits remain self-sufficient, due to an annual spring plant sale. They continue to provide students with a quality outdoor education program. Student enrichment, recognition and character education are an integral part of our program. Each year, a theme for the school-wide reading incentive is chosen. The principal issues a reading challenge. If met, students participate in a publicized special event. School wide focus committees were formed to provide on-going support and staff development in the areas of writing, technology, school safety, character education and school-wide discipline. North Country parents represent the school on related district committees. They are very supportive and freely volunteer their time. The community participates in a variety of family events including, Santa's Breakfast, Parade of States, movie night, science fair, and the annual spring Open House and dinner event. The community and staff of North Country School work collaboratively to encourage students to take responsibility for their choices, show respect for self and others, and to become confident in their ability to make a difference.

As we annually review our achievement data, we target those students who have been served by our Title I program. We consider the growth of these students in the five component areas of reading; fluency, vocabulary, phonics, phonemic awareness and reading comprehension.

Additionally, we review reading achievement data throughout the year in order to target those students in need of intensive instruction in a particular area of reading skill development in our Title I program. Students reading below proficient levels receive intervention services in our before school program or during the school day. One indicator of the effectiveness of this program will be the number of students in need of substantial intervention; we expect that number to decrease as students are served by our 30 minute Response to Intervention period and our Title I intervention services, exiting out of the program each year.

1. Implementation of Schoolwide Reform Strategies

North Country provides a comprehensive core curriculum across all grade levels. In grades K-3 the emphasis is on learning to read while integrating social studies and

science. In grades 4-5 the emphasis is on reading to learn. Content and application skills are applied to real life situations. Open Court anthologies are rich in diversity. The stories provide insight and are interwoven with topics and situations all kids can relate to. The program includes explicit instruction in each of the five essential components of reading instruction (phonemic awareness, phonics, vocabulary development, reading fluency and comprehension).

Another powerful tool is Accelerated Reader (AR). AR is a software program providing information on students' reading levels and progress toward comprehension standards. We believe the joy of reading can be intrinsic with students, and therefore, do not use the point system developed within the AR program. Instead, teachers have found clever ways to motivate students to read. Students choose individual leveled books from our incredible library collection fondly known as "blue dot" books. Blue dot books are increased yearly using Title I funds. Students receive immediate feedback, as they complete each book. Comprehension scores are tracked monthly, individually, by class, grade level and school-wide.

All students receive instruction in the core curriculum. Students who need more intensive instruction are served through The Timberwolf Learning Club (TLC) or in the Learning Lab during the reading block schedule. TLC is the before school intervention program comprised of differentiated segments of instruction designed to meet the needs of students who are not yet proficient in Reading/Language Arts. This extended learning program targets students as soon as it is apparent that they need additional instruction through STAR scores or teacher recommendation. Students are also assessed using the BPST (Basic Phonics Skills Test), APST (Advanced Phonics Skills Test) and the San Diego Quick The goal of the TLC program is to provide one-on-one or small group instructional activities without pulling students from the core curriculum, while at the same time generating success in their regular program. Students are exposed to quality literature and phonics-based activities, including the Read Naturally comprehension program in a no risk learning environment. TLC was developed to meet the needs of a population that depends primarily on teacher intervention as opposed to relying on additional help outside of school. The objectives are accomplished by offering extended instruction before school, and during the school day either in the Learning Center or in the computer lab. An essential component of our comprehensive literacy program is the use of intensive, one-on-one or small group instruction for the lowest achieving readers in first through fifth grades. An individual student qualifying for this instruction may or may not attend both segments of this program, depending upon their needs. We recognize that even when students have the benefit of a systematic, effectively coordinated reading program, some students will still need additional support in order to become proficient readers. At the Kindergarten level, students are exposed to the So Simple reading program in addition to Open Court. This idea is based on the fact that students retain more information by doing. Students learn to read and spell high frequency words by "cheering" each word in rhyme or song, followed by its spelling.

All English Learners receive ELD from the beginning level to the advanced level until they are reclassified Fluent English Proficient. The Avenues curriculum is provided to students during a 30 minute daily rotational period. As part of our efforts to offer a RTI approach (Response to Intervention), all students take part in this 30 minute school wide rotation. Each student is individually assessed and placed in a SIPPS phonics group or a Core Literature group. This is also a screening and diagnostic process to determine if students need more intensive instruction. The 30 minute systematic intervention enables the teacher to periodically assess students' progress and move them to an appropriately leveled group as necessary. The SIPPS program is researched based and was developed for struggling readers by Dr. John Sheffeldbine.

The Harcourt math program also aligns with district standards and reflects current state recommendations. This curriculum has an intervention CD available in the computer lab and classrooms. It has an on-line component with built in intervention strategies. This is accessible to parents at home. Teachers also use Math Facts in a Flash to supplement the core curriculum. This is a computer program that students can access in order to review and practice math facts and skills.

To support the science and social studies curriculum, teachers have access to the History Center and Life Lab located on our campus. These two areas provide enrichment opportunities outside the classroom. Instruction is integrated throughout the curriculum whenever and wherever possible.

2. Highly Qualified Teachers

All teachers at North Country Elementary meet the credential requirements in accordance with the state and federal guidelines. ESEA requires that all teachers in core subjects meet certain requirements to be considered compliant with the federal guidelines. Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

3. High Quality, Ongoing Professional Development

Training and curriculum development activities at North Country Elementary revolve around the California State Content Standards and Frameworks. Teachers and Staff participate in a variety of professional development activities throughout the school year during in-service days, early out days, and during weekly staff meetings. Additionally, the district has a series of professional development offerings including: incorporating technology in instruction, developing literacy skills, and effective teaching strategies designed to engage students in learning.

4. Strategies to Attract Highly Qualified Teachers to High-Need Schools

The district offers a competitive salary and benefit package to attract new teachers to our schools. There is a wide variety of professional development at the district level offering after school workshops in order for teachers to broaden their knowledge base and earn professional development credits. There are also opportunities for teachers to assist in developing district goals and guidelines through participation on district committees. Academic coaching provides support and training as does the BTSA (Beginning Teacher Support and Assessment) program. The comprehensive technology plan outlines classroom support in terms of computer technology in the form of hardware, software and personnel including computer technicians to assist the teacher in carrying out instructional goals.

Our school enjoys a widespread base of materials and resources as compared to other schools which is provided with Title I funding. Teachers are able to collaborate with Title I personnel who offer assistance and or materials for planning lessons, administering assessments and/or team teaching.

A partnership with Pipeline, a teacher credentialing internship program helps to bring new, enthusiastic candidates to our schools. Our district participates in job fairs and networks with community agencies and realtors in order to share our best practices and academic standing.

5. Strategies to Increase Parent Involvement

We begin our school year with Back to School Night where parents visit classrooms to meet the teacher and learn about our school program. Back to School folders are given to each and every student. The folder includes the parent handbook and the School Parental Involvement Policy outlining how the school will keep in contact with parents and provide timely information about Title I programs and events. Attached to that is the school compact which outlines how parents and staff all play an active role in students' education. Both of these documents are sent home in the students' language.

Students have homework packets and/or classroom newsletters that they take home each week. Parents come to expect these along with "decodables" or AR books which are part of students' reading homework that parents can also enjoy reading with their child.

One great example of school- community connection to academics is the 5th grade Parade of States. Based on social studies standards, fifth graders use technology to prepare a detailed state report. Then, they construct a state float. Parents, community members, district office officials and Board Members are invited to this annual event. We have a school garden that parents are encouraged to visit. Garden days, plant sales and Friday morning Garden Club are for students as well as parents. We also host a Science Fair, Open House, Spring musical and Title I informational evening.

The latter is a student guided tour of the Title I computer and reading labs. Parents are given information on what students learn when they visit these areas of instruction.

Our families love events involving their kids. The holidays are a perfect time to give back to the community, so during our traditional Santa's Breakfast, families are served a homemade pancake breakfast in the multi-purpose room prepared by the staff. Santa arrives amidst holiday cheer and poses for pictures sponsored by PTA. We honor parents and community again in the spring with a spaghetti dinner during Open House. Our PTA also hosts a movie night where students come in the evening with their parents, watch a movie and munch on popcorn and enjoy drinks.

Upon entering the foyer a colorful banner proudly proclaims, "Welcome to our

School; where no child is left behind!" Interpreters are available during School Site Council and/or English Language Advisory Council when information is given regarding student learning and school programs. Parents are encouraged to attend each month. Additionally, PTA meets every month to discuss fund raising ideas and school wide events. A parent volunteer policy is in place recruiting parents to do everything from working in the student store to setting up the larger than life school-wide reading incentive display. This is designed so students may chart their progress through and across the various stations. Parents can easily find their child's picture on this wall to see how far they've traveled based on the number of AR books they have successfully read. Our site does not house continuing parent education classes, but our sister Title I school has a family resource center also available to our parents. Input from parents resulted in the Title I program being moved from afternoons to mornings. Student attendance doubled. This is a concrete example of how parents contribute to the success of our school.

Newsletters are sent home monthly informing parents of newsworthy events and activities. The Aeries student information system has a parent component (Homelink) which enables parents to log in to check their student's progress and attendance. We can also access parent e-mails to send home information and reminders. The automatic phone dialer calls families to remind them of upcoming events or notifies them of important information. Of course, parent conferences are held twice a year and parents are always invited to attend field trips or to volunteer in the classroom.

6. Plans for Assisting Preschool Children in the Transition for Early Childhood Programs

The on site daycare, CDC or Child Development Center, works closely with the school to align their pre-school program and structure with North Country. Our Kindergarten teachers developed a checklist of readiness skills so that the preschool can monitor their students' progress toward Kindergarten readiness. In the spring, future Kindergartners visit Kindergarten classrooms to help them establish a comfort level within this new environment. Parents and future Kindergartners attend Open House

and meet the teachers while getting an idea of what the children will be expected to do by the end of their Kindergarten year. Teachers provide handouts detailing ways in which parents can support their child in preparation for the upcoming Kindergarten year.

7. Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments

There are a number of components to our comprehensive reading program. Chapter and unit tests are built into the program which enables teachers to see how their students are progressing. The development of the Single Plan for Student Achievement is facilitated by school leadership and provides a scaffold for our program. The plan addresses the needs of all students, based on conclusions from school performance data from STAR and is approved by the School Board. An achievement goal is written specifically for our Title I students, English Language Learners and ethnic subgroups. Title I students who meet proficient status are placed on a “watch and consult” list and are not immediately exited from the program. This assessment information is also used to monitor the effectiveness of our school program.

Aeries Gradebook helps teachers organize students’ grades and keep track of assessment data. Writing conventions and strategies are heavily addressed with all student groups in mind. The district wide writing assessment plan and rubric for grades K-5, is in alignment with state standards. Grade level prompts are part of the Open Court assessment and were developed so students would have access to various genres in writing. Students in grades 1-5 participate in a writing assessment each trimester. Results are recorded in Aeries and the writing piece is placed in the student’s portfolio. Remediation is provided within the classroom and in the Title One Learning Program (TLC) using the program Read Naturally.

Accelerated Reader is used in every classroom as a supplement to the core reading program. As an extended reading program, AR is especially beneficial to EL and special needs students because they are able to participate successfully in the program. They choose books at their level and have shown marked improvement in fluency as evidenced on AR and Open Court unit assessments. *Success Maker* is a self-pacing, self -adjusting software program from Computer Curriculum Corporation (CCC), which isolates strands for re-teaching and enrichment for GATE students. CCC provides students with supplemental instruction in reading, language, math and science. Teachers use CCC assessment reports as another means of evaluation. This program automatically adjusts to students’ level and creates a homework page based on identified standards students need to practice. Math Facts in A Flash, another self-pacing software option provides teachers with additional data on how students are doing in math.

The SIPPS (Systematic Instruction in Phoneme Awareness, Phonics and Sight Words) is a researched based program to help students master decoding skills that

lead quickly to fluency, comprehension and ultimately, reading independently for pleasure. The program's assessment and placement tools enable teachers to identify which decoding skills students have mastered and which they still need to learn. It places students at an appropriate starting point and systematically takes them through sequenced lessons. Along with that, teachers may administer the BPST (Basic Phonics Skills Test) APST (Advanced Phonics Skills Test) and the San Diego Quick for a quick check on how students are progressing in phonics and phonemic awareness.

We provide staff workshops whenever possible to help staff members develop ways to assess student growth and progress. For example, the Depth & Complexity workshops gave staff members ideas on how to take a concept and build on it in order for students to generate and retain information.

8. Activities to Ensure that Students Having Difficulty Mastering the Proficient and Advanced Levels of Standards Shall Have Effective, Timely Additional Assistance

When a student is identified as in need of additional support, the following interventions will be utilized:

Student Interventions:

1. Adjustments in small group size or one -on - one time with the classroom teacher.
2. Re-adjust and monitor Accelerated Reading level.
3. Teachers modify and adjust curriculum in order for students to achieve success by meeting their goals.
4. Proper placement in 30 minute SIPPS intensive phonics instruction group.
5. Provide EL students with small group instruction with EL teacher/aide.
6. Arrange for attendance in the Title I TLC before school program where students get additional support in fluency, decoding and comprehension strategies using the Read Naturally and Accelerated Reader programs.
7. Small group instruction in decoding and phonics in the Title I Reading Lab during the core reading block.
8. The previously mentioned assessments (SIPPS, BPST, APST and San Diego Quick) will be administered with greater frequency for an accurate diagnosis and instructional placement.

9. Healthy Start program offers much needed support at home by providing assistance through counseling, mental health and family health needs.
10. Comprehensive Student Study Team in which a team of trained professionals work together with the family to develop a program to provide support through our school resources in order to meet the academic needs of the student.

9. Coordination and Integration of Federal, State and Local Services and Programs

Title I teachers, aides and special education teachers are integrated into our literacy and Response to Intervention (RTI) block. They provide support and instruction for reading groups assigned to SIPPS instruction. Students who are targeted for intervention receive support through our school based program from special education and/or Title I personnel. The English Language Development (ELD) program is also closely tied into our Title I program. In addition to working with newcomers, the ELD instructional assistant is also involved in the RTI 30 minute block and assists with the core reading curriculum. The school-wide reading incentive program is supplemental to core instruction and is supported by Title I, special education and ELD.

Students are recommended to receive additional instruction based on STAR scores, but their progress through the Open Court core curriculum is also seriously considered in order to help students reach proficiency.

As previously described, our consolidated resources are used to benefit students most effectively in the development of their literacy. SLIP and Title I funds support the professional development of our staff. These funds and the guidelines as outlined in the goals of The Single Plan for Student Achievement facilitate the implementation of schoolwide reform strategies and the analysis of data. Intervention strategies are implemented through these programs and Healthy Start. Tutoring is offered through Title X; Education of Homeless Youth. The District liaison works with us to coordinate services with classroom teachers. Additionally, The County Office of Education coordinates with the school to offer additional instruction to foster youth. Both program goals support student learning so that students can attain proficiency in reading and math.

GATE funds are used to offer students an after school extended learning program. The GATE teacher teams with other teachers and technology personnel in order to involve students in video technology. Through a collaborative effort with SECC (Sacramento Educational Cable Consortium), the Gannett Foundation and NEWS 10, students utilize video equipment to plan and film a short media project. The goal of the grant program is to increase student media production in public schools and to increase participation in SEVA (Student Educational Video Awards).

Class size reduction money enables us to keep our teacher-student ratio low as we target the individual needs of students. To determine how to target those individual needs, STAR scores, program and classroom data are analyzed each year in order to make the best instructional decisions that are in the best interests of our students. Each resource is combined in order for the common goal of student proficiency.

Title I School Wide Planning Team

Delores Love	Title I teacher
June Daniels	Title I instructional assistant
Diane Chidlaw	Title I Coordinator
Jason Farrel	Academic Coordinator
Kristin Hanson	2 nd grade teacher
Christy Smiley	Kindergarten teacher
DeAnna Duncan	SSC Parent
Lyndsey Moss	PTA parent/instructional assistant
Kim Tricomio	5 th grade teacher
Michael Bennefeld	Site technician
Kathleen Lord	Principal

The Single Plan for Student Achievement

North Country Elementary School

34-73973-6108948
CDS Code

Date of this revision: September 30, 2009

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

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

Contact Person: Kathleen Lord

Position: Principal

Telephone Number: (916) 338-6480

Address: 3901 Little Rock Drive Antelope, CA 95843

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

Center Joint Unified School District

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

Form A: Planned Improvements in Student Performance

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

SCHOOL GOAL # 1: After an analysis of STAR results, it was evident that a deficiency in writing strategies exists across grade levels. Student achievement will be maximized through exposure to STAR release questions and writing instruction for all learners.				
Student groups and grade levels to participate in this goal: All		Anticipated annual performance growth for each group: Proficiency in writing strategies, subgroups to meet AYP of 56.8%		
Means of evaluating progress toward this goal: Direct Writing Assessment, Classroom writing assignments		Group data to be collected to measure academic gains: STAR scores		
Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date² Completion Date	Proposed Expenditures³	Estimated Cost	Funding Source
Students will demonstrate their knowledge of the writing process at their grade level by developing skills with conventions of writing and writing to develop fluency. Title I student support in small groups to be scheduled M-TH in addition to staff development in writing strategies and Depth & Complexity workshop.	August 2009- May 2010	\$400 Nancy Craig workshop		SLIP

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

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

³ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Form B: Centralized Support for Planned Improvements in Student Performance

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

PROGRAM SUPPORT GOAL # 2 – All subgroups will reach AYP (Adequate Yearly Progress) target goals as defined by CA Department of Education in English Language Arts. English Language Learners in grades 1-5 will receive at least 30 minutes of intense instruction in a language rotation group including Avenues, SIPPS or core literature. Kindergarten students will work on letter name and sound recognition through core curriculum and the So Simple kinesthetic sight word program.				
Groups participating in this goal (e.g., students, parents, teachers, administrators) ALL		Anticipated annual growth for each group: Each subgroup will meet AYP targets: 56.8% proficient in English Language Arts.		
Means of evaluating progress toward this goal: Periodic mastery SIPPS assessments, Open Court unit assessments		Group data to be collected to measure gains: STAR scores Aeries Gradebook		
Actions to be Taken to Reach This Goal⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date⁵ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Intensive 30 minute school-wide language groups, Title I support	August 2009-May 2010	SIPPS Phonics KITS	\$2,000	SLIP

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

⁵ List the date an action will be taken or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

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

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

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$ 0
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$ 0
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
<input checked="" type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 267,143 (s)
<input checked="" type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ 0
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 189,382 (d)
<input checked="" type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 4,564 (d)
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 62,605 (d)
<input checked="" type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 13,792 (d)
<input checked="" type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 302 (s)
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$ 0
<p style="text-align: center;">Total amount of federal categorical funds allocated to this school</p>	<p>\$270,343— district controlled \$267,445— site controlled</p>
<p style="text-align: center;">Total amount of state and federal categorical funds allocated to this school</p>	<p>\$586,165— district controlled \$352,588— site controlled</p>

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kathleen Lord	X				
Lyndsey Moss				X	
Samantha Duncan				X	
Dennis Duncan				X	
Stephen Kyle		X			
Jason Farrel			X		
Yelena Leontieff			X	X	
Numbers of members of each category	1	1	2	4	

⁶ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form E: Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

☐ School Advisory Committee for State Compensatory Education Programs

X English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Gifted and Talented Education Program Advisory Committee

☐ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on:
- 7.

Attested:

Kathleen Lord

Typed name of school principal

Signature of school principal

Date

Yelena Leontieff

Typed name of SSC chairperson

Signature of SSC chairperson

Date

I. Resources

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

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

Appendix A: Programs Funded through the Consolidated Application

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

State Programs

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

Federal No Child Left Behind (NCLB) Programs

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

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

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

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

** This program must be included in the *Single Plan For Student Achievement* if funds are provided to the school from the district's entitlement [EC 64001(d)]

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

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools **	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
	20 USC 7115(a)(1)(A)										X				
	20 USC 6314(b)(1), (2)(A)				X										
Evaluation of improvement strategies	EC 64001(f)	X	X	X	X	X			X		X	X			
	EC 52853	X	X	X	X	X									
	EC 52055.625(c)							X					X		
	EC 35294.2(e)												X		
	EC 32228.5(b)												X		
	20 USC 7115(a)(2)										X				
Ongoing monitoring and revision	20 USC 6315(c)(2)(B)														
Assessment results available to parents	EC 35294.2(e)												X		
	20 USC 7115(a)(1)(E)										X				
	20 USC 6314(b)(2)(A)				X										
V. Staffing and Professional Development															
Provide staff development	EC 52853	X	X	X	X	X						X			
	EC 52055.625(d)(1)(B),(C)							X					X		
	EC 32228(b)(2)														
	20 USC 6316(b)(3)					X									
	20 USC 6315(c)(1)(F)			X											
	20 USC 6314(b)(1), (2)(A)				X										
Budget 10% of Title I for staff development	20 USC 6316(b)(3)					X									
Provide highly qualified staff	EC 52055.625(b), (d)							X							
	20 USC 6315(c)(1)(E)			X											
	20 USC 6314(b)(1), (2)(A)				X										
Distribute experienced teachers	EC 52055.620(d)							X							
VI. Opportunity & Equal Educational Access															
Describe instruction for at-risk students	EC52853	X	X	X	X	X							X		

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

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

Appendix C: Sample School and Student Performance Data Forms

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

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

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

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

*Not a statistically significant subgroup

Conclusions indicated by the data:

1. Title I students will continue to be targeted and tracked based on STAR scores and school-wide assessments. Students will receive additional services in the Learning Center and 30 minute workshop period.
2. Our African American population has decreased over the past two years and continues to not be large enough to be a statistically significant subgroup.
3. As a whole, student scores showed a substantial increase from 2008 to 2009. School population has decreased slightly over the past 3 years.

Table 2: Academic Performance by Ethnicity: Mathematics

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

*Not a statistically significant subgroup

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

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

Table 3: Academic Performance by Grade Level

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

Conclusions indicated by the data:

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

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

Table 4: Academic Performance by Grade Level

API		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR MATHEMATICS											
PROFICIENCY LEVEL		Grade:2			Grade:3			Grade:4			Grade:5		
		2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Number (#) and Percent (%) At or Above Proficient	#	51	40	60	39	51	56	43	67	51	40	22	44
	%	64	54	74	42	60	74	53	81	71	43	29	54
Number and Percent At Basic	#	21	21	15	34	16	7	29	11	16	42	27	28
	%	26	29	19	37	19	9	36	13	22	45	35	35
Number and Percent Below Basic	#	7	8	6	13	11	13	3	5	5	7	24	11
	%	9	11	7	14	13	17	4	6	7	7	31	14
Number and Percent Far Below Basic	#	1	5	0	7	7	0	6	1	0	5	3	6
	%	1	7	0	8	8	0	7	1	0	5	4	7
TOTAL NUMBER AND PERCENT	#	80	74	81	93	85	76	81	83	72	93	77	77
	%	100	100	100	100	100	100	100	100	100	100	100	100

Conclusions indicated by the data:

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

resources.

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

AYP Proficiency Level	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP														
	All Students			White			Hispanic			English Learners			Socioeconomically Disadvantaged		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Participation Rate %	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Number at or above Proficient	173	157	187	81	84	107	30	26	30	35	33	40	80	70	102
Percent at or above Proficient	49.1	53.2	57.7	46.8	56.4	58.8	49.2	40	50.8	47.3	41.3	41.2	42.6	44.9	49.8
AYP Target	24.4	35.2	46.0	24.4	35.2	46.0	24.4	35.2	46.0	24.4	35.2	46.0	24.4	35.2	46.0
Met AYP Criteria	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES

Conclusions indicated by the data:

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

Table 6: Mathematics Adequate Yearly Progress (AYP)

MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP																
AYP Proficiency Level	All Students				White			Hispanic			English Learners			Socioeconomically Disadvantaged		
	2007	2008	2009		2008	2009		2008	2009		2008	2009		2008	2009	
Participation Rate %	100	100	100		100	100		100	100		100	100		100	100	
Number at or above Proficient	195	171	204		99	92		116	34		42	33		44	89	
Percent at or above Proficient	55.4	58	63.2		57.2	61.7		63.7	55.7		56.8	56.9		55	47.3	
AYP Target	26.5%	37.0%	47.5%		26.5%	37.0%		47.5%	26.5%		26.5%	47.5%		37.0%	26.5%	
Met AYP Criteria	YES	YES	YES		YES	YES		YES	YES		YES	YES		YES	YES	

Conclusions indicated by the data:

1. In 2007, North Country's API was 793, in 2008 we scored at 787 and in 2009, 816. We met AYP in all subgroups each of the past three years. Numerically significant subgroups are White, Hispanic, English Learners and Socio-economic disadvantaged.
2. Teachers in grades 1-5 will determine areas that need improvement within the reported cluster scores on the STAR summary list.
3. Students will be exposed to all standards through core curriculum and release question work booklets.

Table 7: California English Language Development (CELDT) Data

California English Language Development Test (CELDT) Results

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	
K	0	0	0	0%	8	6%	6	4.5%	8	6%	22
1	0	0	4	3%	14	10.4%	3	2.2%	3	2.2%	24
2	0	0	6	4.5%	11	8.2%	7	5.2%	2	1.5%	26
3	1	1%	3	2.2%	17	12.7%	5	3.7%	2	1.5%	28
4	0	0	8	6%	11	8.2%	2	1.5%	2	1.5%	23
5	0	0	5	3.7%	4	3%	1	1%	1	1%	11
Total	1		26		65		24		18		134

Conclusions indicated by the data:

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

Appendix E: Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Staffing and Professional Development

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

Teaching and Learning

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

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

Opportunity and Equal Educational Access

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

Involvement

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

Funding

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

Appendix F: Outline of Sample Bylaws

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

Article I Duties of the School Site Council

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

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

Article II Members

Section A: Composition

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

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

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

Section B: Term of Office

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

Section C: Voting Rights

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

Section D: Termination of Membership

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

Section E: Transfer of Membership

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

Section F: Vacancy

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

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

Article III Officers

Section A: Officers

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

The chairperson shall:

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

The vice-chairperson shall:

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

The secretary shall:

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

Section B: Election and Terms of Office

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

Section C: Removal of Officers

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

Section D: Vacancy

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

Article IV Committees

Section A: Subcommittees

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

Section B: Other Standing and Special Committees

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

Section B: Membership

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

Section C: Terms of Office

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

Section D: Rules

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

Section E: Quorum

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

Article V

Meetings of the School site council

Section A: Meetings

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

Section B: Place of Meetings

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

Section C: Notice of Meetings

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

Section D: Quorum

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

Section E: Conduct of Meetings

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

Section F: Meetings Open to the Public

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

Article VII Amendments

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

Appendix G: Use of Resources

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

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

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

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

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

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

Expenditures are allowable if they:

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

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

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

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

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

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

The district may also reserve funds for:

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

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

Appendix H: Acronyms and Specialized Terms

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

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

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

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

School Vision and Mission

"Educating Today for a Better Tomorrow"

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

North Country provides an environment that...

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

SCHOOL PROFILE

North Country Elementary School is located on the southern border of Antelope settled in between Watt Avenue and Walerga Road. North Country opened in the summer of 1990 on a modified four track year round calendar. The school currently operates on a single track modified traditional schedule with the months of June and July designated as summer break. All schools in Center Unified School District share this same calendar. North Country serves Kindergarten through fifth grade with daycare provided by the Child Development Center located on our campus. Our current enrollment is 500 students.

Our primary goal is to educate students to become productive, self-confident, and responsible citizens. This commitment results in an environment that directs energies and talents, celebrates cultural diversity, and understands individual needs. There is a strong focus on character education. Achievement expectations for each student remain high due to the efforts of a dedicated staff, a commitment to professional development, and a small but dedicated group of parents. In order to provide a quality program, additional staff, programs and services have been added using SLIP and Title I funding. Students scoring below basic in Reading/Language Arts are eligible to attend Timberwolf Learning Club (TLC) an award winning morning program offered three days a week for students in first through fifth grades. Enrichment opportunities include:

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

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

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- We provide translators for parent communication with the school.
- Student Study Team meetings are held as necessary to address student needs.
- Communication to parents via a monthly newsletter, website, School Site Council and English Language Advisory Committee.
- Title I parent informational meeting.
- A Russian speaking instructional assistant assists students in the Title I TLC program, Accelerated Reader and during lunch recess.
- Child Care is offered for parents attending SSC and ELAC meetings through a joint effort with CDC and the school.

8. Under School Based Coordinated Plan (SBCP) law special education services combined with regular education services are provided to meet unique student needs. GATE students receive differentiated classroom

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

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

Date_____

Dear Parents,

Under the School Based Coordinated Plan (SBCP) law, a school may write an educational plan for its school allowing the combination of special education and regular education services. The purpose of a school based coordinated plan is so that students may have the opportunity to benefit from specific instruction performed by a Special Education teacher. All grade levels at North Country schedule workshop periods into their daily schedules. Specialists are often involved in this rotation in order to best meet the needs of students in small group instruction. Additionally, the SBCP allows non-special education students to receive individualized assistance in the Resource room.

Your child, _____, has been identified through STAR assessments as one who can benefit from services provided by a special education teacher. Skills/services for your child will be in the area of_____. This service will be delivered by _____.

Please understand that your child has not been identified as a special education student. This service is being offered to regular education students in order to provide students with explicit personalized instruction. The School Site Council governs the School Based Coordinated Plan.

If you have any questions concerning this service, please contact Kathleen Lord or Jason Farrel.

Sincerely,

Kathleen Lord
Principal

North Country Elementary School Compact

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

Staff Pledge

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

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

Student Pledge

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

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

Family/Parent Pledge

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

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

Student

Teacher

Parent/Guardian

North Country Elementary School

School Parental Involvement Policy

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

* * * * *

PART I. GENERAL EXPECTATIONS

North Country School agrees to implement the following statutory requirements:

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

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

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

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

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

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

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

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

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

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

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

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

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

PART IV. ADOPTION

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

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

(Signature of Authorized Official)

(Date)

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: April 28, 2010

To: CUSD Board of Trustees

From: Mike Jordan

Principal's Initials MDJ

Action Item _____

Information Item

Attached Pages 1

SUBJECT: Center High School FBLA
ATTENDANCE AT STATE OFFICER MEETING

Cathy Cummings, Center High School FBLA Adviser is requesting approval to chaperone Anthony Mendoza, Northern Section President to the first of his required State Meetings as per Jennifer Stalley, FBLA State Adviser.

This meeting will take place on May 13 – 14, 2010. Meeting will take place in Santa Clara at the Ramada Inn. Mrs. Cummings and Anthony will leave immediately following school on May 13 and return to Center High School around 6:00 pm on Friday, May 14th. Student will miss school all day on Friday, May 14th.

There is **NO** cost to student or adviser. Cost for this meeting is funded through the FBLA state account.

The purpose of this required meeting is to engage all the FBLA presidents in the state of California for each section and help guide and train them for their leadership position.

CONSENT AGENDA

RECOMMENDATION:

Approve attendance at State Meeting in Santa Clara.

XIII-9

FIELD TRIP PLANNING / APPROVAL FORM

Teacher Cathy Cummings

Number of Students 1

Class or Club FBLA

Anthony Mendoza

Clear description of the trip's connection to the curriculum and standards:

Collaborate w/ state Presidents to enhance & improve leadership skills.

Date of trip 5/13 - 5/14 Time Leaving 3:00 Time Returning 6:30 PM

Destination Santa Clara - Ramada Inn

Other places you may go during the trip:

area high schools & local restaurants

Transportation request submitted? Yes NA No NA

Parents driving? Yes NA No NA

If parents driving, is Volunteer & Employee Auto Usage Statement on file?

Yes NA No NA

If trip is overnight or over 150 miles, has Board Agenda Request been submitted?

Yes X No NA

Teacher Signature Cathy Cummings

Date 4/26/10

Signature indicates the teacher has examined and supports how the trip supports academic and content standards

Dept. Chair Signature Shirley L. White

Date 4/26/10

Signature indicates the Department Chair has examined and supports how the trip supports academic and content standards

Principal's Signature Michael D. [Signature]

Date 4/27/10

REMINDERS:

1. This form must be completed by the teacher and have final approval BEFORE any letters are sent home or any final arrangements are made. Requests must be submitted at least ten (10) days before the trip. Requests for trips over 150 miles or that include an overnight stay must be submitted to the Board of Trustees for approval at least thirty (30) days prior to the trip.
2. A final list of student participants must be placed in each staff mailbox, and a copy give to the Attendance Office, no less than three (3) days prior to the trip.
3. Refer to the Field Trip Procedural Outline to insure that all appropriate forms are completed.
4. If there are any special factors about the trip, please attach a separate sheet describing them.

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: April 27, 2010

To: CUSD Board of Trustees

From: Mike Jordan

Principal's Initials MDJ

Action Item _____

Information Item

Attached Pages 21

SUBJECT:

Center High School FBLA ATTENDANCE AT NATIONAL LEADERSHIP CONFERENCE

Cathy Cummings, Center High School FBLA Adviser is requesting approval to send Anthony Mendoza, president of the Northern Section to the 2010 National Leadership Conference and Institute for Leaders seminar. Student will be under the guidance and supervision of our Northern Section adviser, Mrs. Pamela Stalley. Mrs. Stalley is also a teacher and adviser of the Future Business Leaders Club at Williams High School. An agreement form to supervise this student has been signed by all necessary parties as per the National conference.

Conference will take place from July 12-19, 2010 in Nashville, TN. The conference will be located at the Gaylord Opryland Resort and Convention Center. Participant will leave on Monday, July 12 and return on Monday, July 19. Participant will be flying round trip and accompanied by Mrs. Stalley.

All workshops take place at the conference center. Tours are available for participants in the surrounding area and participant may wish to sign up for several options. Anthony and Mrs. Stalley will be staying at the Gaylord Opryland Resort for the duration of the conference. Student and chaperone may leave the site to eat at area restaurants.

Funding for this trip will be provided through private payment, club fundraising, area business donations, and Carl Perkins money.

The purpose of this conference is to participate in many workshops and general meetings that highlight leadership, motivation, personal development, college preparation, and success as an officer. Participant will enter competitive events and network with students from other chapters across the United States. This conference is highly recommended for section officer presidents.

Attached is the conference agenda and approval form.

CONFERENCE INFORMATION:

Gaylord Opryland Resort and Convention Center
2800 Opryland Drive
Nashville, TN 37214
615-899-1000

CONSENT AGENDA

RECOMMENDATION:

Approve attendance at the 2010 National Leadership Conference.

XIII-10

* Pam Stalley, Williams HS is adviser + chaperone.

FIELD TRIP PLANNING / APPROVAL FORM

Teacher Cathy Cummings

Number of Students 1

Class or Club FBLA

Anthony Mendoza

Clear description of the trip's connection to the curriculum and standards:

Attend national Leadership seminar and FBLA 2010 national conference.

Date of trip 7/12-7/19. Time Leaving 7/12 AM Time Returning 7/19 PM

Destination Nashville, TN

Other places you may go during the trip:

Tours of area + local restaurants.

Transportation request submitted? Yes No NA

Parents driving? Yes No

If parents driving, is Volunteer & Employee Auto Usage Statement on file?

Yes No X

If trip is overnight or over 150 miles, has Board Agenda Request been submitted?

Yes X No

Teacher Signature Cathy Cummings Date 4/23/10

Signature indicates the teacher has examined and supports how the trip supports academic and content standards

Dept. Chair Signature Shirley L. White Date 4/23/10

Signature indicates the Department Chair has examined and supports how the trip supports academic and content standards

Principal's Signature Michael W. Fisher Date 4/26/10

REMINDERS:

1. This form must be completed by the teacher and have final approval BEFORE any letters are sent home or any final arrangements are made. Requests must be submitted at least ten (10) days before the trip. Requests for trips over 150 miles or that include an overnight stay must be submitted to the Board of Trustees for approval at least thirty (30) days prior to the trip.
2. A final list of student participants must be placed in each staff mailbox, and a copy give to the Attendance Office, no less than three (3) days prior to the trip.
3. Refer to the Field Trip Procedural Outline to insure that all appropriate forms are completed.
4. If there are any special factors about the trip, please attach a separate sheet describing them.

WELCOME TO

NASHVILLE

Tennessee

Simply the Best!

FBLA-PBL 2010

2010 NATIONAL
LEADERSHIP CONFERENCE

FOURTH BUSINESS LEADERS OF AMERICA • FBLA BETA LAMBDA

NLC Guide

PBL JULY 9-12 FBLA JULY 14-17

INSTITUTE FOR LEADERS PBL JULY 8-9 FBLA JULY 13-14

NASHVILLE: SIMPLY THE BEST!

This year's NLC in Nashville will be filled with excitement, so it's time for you to make plans to attend! The workshops will feature informative, motivational sessions on a variety of topics for *Simply the Best* experience. Come visit the exhibits to get information about fund-raising opportunities, colleges and universities, technology vendors, and to network with other future business leaders.

The city of Nashville is sure to compliment this action-packed conference. What is there to do in Nashville? Plenty! There are only a handful of cities in the world where the mere mention of their names conjures up specific images. Nashville is one of these special places. The instant images—performances by country music legends onstage at the Grand Ole Opry, songwriters furiously scribbling down ideas they hope will be the next Top 10 hit, young hopefuls arriving in town with a guitar and a dream—are all an integral part of the city's fabric. But Nashville is so much more.

Nashville is a city that resonates with life and vibrates to the beat of every type of song. It's a town that sizzles with American music, Southern hospitality, delicious regional cuisine, and a boundless spectrum of entertainment options. Come experience this truly unique American city! You'll be awed by Nashville's magnificent magnolias, downtown skyscrapers, Greek architecture, great shopping, hip nightlife, and hopping business climate. Nashville is a tribute to the past and a look to the future; a delightful mix of old and new. And few places in this city exude more charm and energy than the breathtaking Gaylord Opryland Resort & Convention Center—home of this year's NLC.

So whether you visit the Grand Ole Opry, the Country Music Hall of Fame, the Parthenon, or just take in the Nashville skyline, it's all waiting for you.

Get ready! FBLA-PBL has another extraordinary conference planned. Come, join us, and be with... *Simply the Best!*

NLC KEYNOTE SPEAKER Robin Crow

Robin Crow is a speaker, author, entrepreneur, business owner, and one of the most innovative guitarists in the world. With over 2,000 presentations to his name, his expertise on leadership, change, and customer service comes from 30 hard-won years in the trenches as an entrepreneur.



For the past 15 of those years, he has led his company, Dark Horse Recording, a four studio complex he built from the ground up, to set the gold standard for service and excellence in the recording industry and is home to Faith Hill, Neil Diamond, Michael W. Smith, Tim McGraw, and Alison Krauss to name a few. He has had ten albums released and four books published, including *Jump And The Net Will Appear*, which has become required reading for many high schools and universities. Robin's latest book, *Evolve or Die*, will be released April 26 by Wiley and Sons.

Robin has been a contributor on CNN and Canada AM, and has made over 55 other national and major market television appearances. He is also a featured speaker for Nightingale Conant.

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CERTIFICATION EXAMS

This year's NLC will include exam offerings to students and advisers for four industry-leading certification programs. To guarantee a seat, please preregister. Time for each exam is less than an hour. This year, a variety of certification exams are offered, including: Adobe Certified Associate, Internet and Computing Core Certification (IC³) Global Standard 3, the new iCritical Thinking™ Certification, and Microsoft Certified Application Specialist. See page 5 for details.

EXCITING FREE OPPORTUNITIES **NEW!** FOR FBLA ADVISERS

Exclusive Free Certification Offer for FBLA Advisers

Certiport is offering to the first 100 FBLA advisers attending the NLC an opportunity to become IC³ Global Standard 3 certified. You may take one or all three IC³ tests. To receive the certification all three tests must be completed—Key Applications, Computing Fundamentals, and Living Online. The testing will be on Friday, July 16 starting at 3:15 p.m. To guarantee this opportunity, you must preregister by June 18 at www.fbla-pbl.org/freecertification/. For more on IC³ exams, go to www.certiport.com.

Free Graduate Credit or Continuing Education for FBLA Advisers Attending the NLC

This opportunity is open to FBLA Advisers attending the NLC. Ball State University's Insurance Education Institute and the Griffith Insurance Education Foundation are offering FBLA Advisers (limited to 30) the opportunity to receive graduate credit or continuing education hours at no cost with the work to be completed online before attending the conference.

Teachers may receive three graduate credits or continuing education hours. If you seek graduate credit, you will need to apply to Ball State University. Curriculum units include all areas of insurance, financial planning, social security, and careers. On Friday, July 16, all FBLA Advisers enrolled in this program must attend a complimentary luncheon hosted by the Griffith Insurance Education Foundation, where you'll have the chance to meet your instructor, Dr. Stephen Avila.

A \$100 deposit is required to secure your space in the program, however, upon completion of the program, the deposit will be refunded. Refunds will be distributed the week of July 26, 2010. Registration opens April 1; you must register no later than May 15, and complete the course by July 12. Go to www.bsu.edu/distance/insurance or call 1.800.872.0369 for more information and to register.

LOST BADGES **NEW!**

Lost badges can be replaced at the registration desk for \$5 each. An adviser or chapter chaperone must accompany members to the registration desk when a replacement registration badge is needed. Badge replacement requires a chapter number and name, an adviser/chaperone signature and \$5 payment, which must be paid on-site. The fee applies to all attendees of the conference.

COMPUTER RENTAL

Laptop computers and LCD projectors will be available for rent at a reduced cost for use at the NLC. The laptop is a PM1.7GB/40GB/DVD-R/Wireless, Windows XP, Office 07 Pro, with an external mouse. The LCD projector is 2000 lumens. The rental rate for a laptop computer is \$75; for an LCD projector, \$125. Equipment must be ordered by June 24. The computer and/or projector will be delivered to the Gaylord Opryland Resort & Convention Center on the first day (opening) of the conference and must be returned no later than the last morning of each conference. Location pickup and drop off is at competitive events headquarters.

A school or individual must complete the following forms found online: Master Rental Agreement, Customer Credit Card Approval, and the Rental Request. These forms are online at www.fbla-pbl.org, under "Registration/Information."

Participants must provide their own equipment. If a school is in more than one event requiring computer equipment, the school/individual is responsible for providing equipment for all events. Competitive event schedules will not take into account sharing of equipment.

HOTEL & TAX EXEMPTION INFORMATION

The current sales tax is 9.25%, and the occupancy tax is 6%. There is also a city tax rate of \$2.50 per room per night. If you meet the tax exemption requirements, you will only be exempt from the 9.25% sales tax. The hotel does accept the Tennessee tax-exempt form and the IRS 501(c)(3). Purchase orders will be accepted for deposit. The final payment is due when you check-in. If a chapter is using a purchase order for final payment, it will need to apply for credit with the hotel in advance.

PBL ADVISER ORIENTATION MEETINGS

It is important for all PBL advisers to attend one Adviser Orientation meeting to learn specific NLC details. The meetings are on July 9 from 5:30–6:15 p.m. and following the Opening General Session. An additional Adviser Orientation is scheduled for July 10 from 7:30–8:15 a.m.

FBLA ADVISER ORIENTATION MEETINGS

It is important for all FBLA advisers to attend one Adviser Orientation meeting to learn specific NLC details. The meetings are on July 14 from 9:00–9:45 a.m., Noon–12:45 p.m., 4:30–5:15 p.m., and following the Opening General Session. An additional Adviser Orientation is scheduled for July 15 from 7:30–8:15 a.m.

For all details and information regarding the NLC, go to www.fbla-pbl.org and select "Registration/Information" under National Conferences.

GENERAL INFORMATION

NLC WORKSHOP TOPICS

As the NLC approaches, check the Web site for a more-complete listing of workshops and descriptions. If you would like to suggest a topic or recommend a speaker, please e-mail conferencemgr@fbia.org. Workshops are subject to change.

Workshop topics focus on Business (i.e., Accounting; Financial Literacy; Management; Marketing; Technology, e.g., Social Media, Web Design, Microsoft Updates, New Technologies), Career Exploration, Communication, Community Service, FBLA-PBL Organization, Goal Setting, Leadership, Personal Development, and Team Building. Workshops are geared specifically for students, advisers, and the Professional Division.

GMAT STRATEGY SESSION

Take advantage of this opportunity to learn great strategies and techniques for scoring higher on the GMAT. The Princeton Review will provide two 45-minute strategy sessions for those seriously interested in taking the GMAT. Princeton will cover the basics for taking the test, as well as helpful MBA admissions information. The sessions will be given Saturday, July 10, 10:00–10:45 a.m. and Sunday, July 11, 10:00–10:45 a.m. (PBL)

SAT AND ACT STRATEGY SESSIONS

If you're interested in learning more about college entrance exams, check out The Princeton Review's SAT workshop on Thursday, July 15, 10:00–10:45 a.m. and their Admissions' ACT workshop on Friday, July 16, 10:00–10:45 a.m. Both workshops will provide a 45-minute strategy session where attendees will learn about the structure, content, and basic strategies of each exam. (FBLA)

OPEN EVENTS

Everyone can compete! The Open Events program includes a number of tests members can take without prequalification or preregistration. You don't have to be a state winner—just a member. A participant may only take one open event. The tests will be on July 11 (PBL) and July 16 (FBLA and FBLA-Middle Level). This year, the open events will be offered at specific times. Please look over your choices and choose one.



PBL—July 11 **NEW!**

Digital Forensics—1:30 p.m.
Employee Training & Development—3:30 p.m.
Health Care Administration—3:30 p.m.
Leadership—1:30 p.m.
PBL Facts—2:30 p.m.
Retail Management—2:30 p.m.

FBLA—July 16

Advertising—2:00 p.m.
Digital Forensics—1:00 p.m.
Hospitality Management—1:00 p.m.
Leadership—Noon
Health Care Administration—2:00 p.m.
Social Media—Noon

FBLA-Middle Level—July 16

Communications—2:00 p.m.
Computer Technology—2:00 p.m.
FBLA-Middle Level Facts—2:00 p.m.
Financial Literacy—2:00 p.m.

DEADLINE CALENDAR

ASAP: Make airline and transportation reservations	May 28: Receipt Deadline • NLC and IFL early bird registration and payment
April 1: Receipt Deadline • FBLA Outstanding Chapter Award • PBL Outstanding Chapter Award	June 1: Postmarked Deadline • Draft copy of national officer candidate speech, campaign materials, and financial statement
April 15: Postmarked Deadline • PBL national dues	June 4: Receipt Deadline • Additions or corrections for competitive events entries (submitted by state chapter)
May 1: Receipt Deadline • PBL and FBLA NLC internship applications	June 11: Receipt Deadline • Housing forms to the hotel
May 14: Receipt Deadline • NLC competitive events program entries including all forms, reports, and resumes (submitted by state chapter) • National Anthem audition CDs due	June 19: Receipt Deadline • PBL local voting delegate registration • NLC or IFL registration refund requests
May 15: Receipt Deadline • March of Dimes Mission LIFT report • Last day for FBLA Advisers to register for Ball State University course • PBL and FBLA national office candidate applications	June 24: Receipt Deadline • FBLA local voting delegate registration
May 21: Receipt Deadline • NLC school site computer tests (submitted by state chapter)	June 27: Receipt Deadline • NLC, IFL, and certification exams preregistration

GRADUATE ACADEMIC CREDIT

Northern Arizona University, one of Arizona's premier public institutions of higher education accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), is pleased to offer optional 500-level credit to FBLA-PBL advisers and PBL students attending and participating in the NLC. This credit could be used in an undergraduate or graduate degree program or to meet certification requirements in many states.

CTE503 | Special Problems in CTE (Pass/Fail)

CTE593 | In-service Teacher Workshop: CTSO Integration (Graded)

The cost for the three credit hour class will be approximately \$897-\$996, depending upon admission status. For details on class requirements and registration, visit www4.nau.edu/cte/leadership.htm or contact Nicole O'Grady at 928.523.2560 or nicole.ogrady@nau.edu. Registration deadline is July 5.

NATIONAL ASSOCIATION OF PARLIAMENTARIANS (NAP)

NAP will offer its membership exam during the NLC. The cost for the test is the student membership dues of \$37.50 plus state or province dues. Payment options: Bring a check payable to NAP; Visa, MasterCard, or Discover; and complete an application on-site. If a member does not pass the examination, a refund is issued by NAP less a \$12.50 processing fee. The exam will be offered on July 11, from 3:00–4:00 p.m. for PBL and July 16, from 3:00–4:00 p.m. for FBLA. For more information or to view state/province dues, visit www.parliamentarians.org.

CERTIFICATION EXAMS

To guarantee a seat, preregister by June 27. On-site registration will be available but space will be limited. PBL exams will be offered on July 10 from 3:00–5:00 p.m. and July 11 from 9:30–11:30 a.m. FBLA exams will be offered on July 15 from 9:30–11:30 a.m. and July 16 from 9:30–11:30 a.m. and 3:30–4:30 p.m. Certipoint test-taking tips video can be found at www.certipoint.com/Portal/common/pagelibrary/Flash_testTips.htm.

Adobe Certified Associate Exams

Demonstrate your expertise in today's most popular Web design and multimedia applications from Adobe. Exams offered will be Adobe Flash CS3, Adobe Dreamweaver CS3, and Adobe Photoshop CS3. Each exam takes 50 minutes and costs \$40 (\$55 after June 27). Visit <http://www.fbld.org/certifications/adobe> for more information and study materials.

IC³ Global Standard 3 Exams

Now you can obtain your certificate for IC³ Global Standard 3. It takes three exams to complete the standard certification—Computing Fundamentals, Key Applications, and Living Online. You may take one or all three exams. Each exam takes 45 minutes and costs \$20 per exam (\$25 after June 27). Visit <http://www.fbld.org/certifications/ic3> for more information and study materials.

iCritical Thinking™ Certification Exam **NEW!**

iCritical Thinking™ Certification powered by ETS is the only certification program based on a globally defined ICT/digital literacy framework that allows you to demonstrate the ability to think critically within technology-enabled academic and workplace environments. The iCritical Thinking Certification program features real-time, simulated, scenario-based exam items. The exam takes 45 minutes and costs \$35 (\$50 after June 27). Visit <http://www.fbld.org/certifications/iCritical> for more information and study materials.

Microsoft Certified Application Specialist Exams

This Microsoft certification credential tells the world you have demonstrated proficiency in the newest standard of the world's foremost desktop computing applications. Sign up to take one or more of the Office 2007 suite exams to include Word 2007, Excel 2007, PowerPoint 2007, and Access 2007. Each exam takes 50 minutes and costs \$50 (\$65 after June 27). Visit www.fbld.org/certifications/microsoft for more information and study materials.

FBLA-PBL NLC INTERNSHIP INFORMATION

Enhance your experience by working as an intern at the NLC in Nashville. The meeting planner interns help national staff with conference logistics and headquarters office management. Interested applicants must be available to attend the Nashville NLC during these dates and times:

PBL Interns	July 9–12	8:00 a.m.–5:00 p.m.
FBLA Interns	July 14–17	8:00 a.m.–5:00 p.m.

To participate as an intern, it is necessary for you to be available during the majority of the NLC. FBLA and PBL interns will receive \$100, plus a complimentary NLC registration, but are responsible for their own room, travel, and meal expenses. Complete the internship application form at www.fbld-pbl.org under "Registration/Information," and e-mail to conferencemgr@fbld.org or mail to the national center with a current resume and two letters of recommendation. Faxed applications will not be accepted. Refer to the FBLA-PBL Dress Code (on page 7) for conference attire guidelines. Application receipt deadline is May 1.

DO YOU SING?

National Anthem Singers: We are looking for a PBL member and an FBLA member to sing the national anthem at their respective NLCs. Interested performers should make a demo CD or MP3 and send to janderson@pdcproductions.com or Jane Anderson, PDC Productions, 3217 North Flood Avenue, Norman, OK 73069, along with your name, school, e-mail address, phone number, and which NLC you will be attending. A music specialist will review all CDs and MP3s. Participants are encouraged to perform the anthem in traditional style. The deadline for receipt of auditions is Friday, May 7. Audition demos will not be returned.

GENERAL INFORMATION

CAMPAIGNING AND VOTING

Campaign Hall

This is where candidates display literature at their campaign booths and where you can talk with them about their platforms. Don't miss the spirited competition and bid for delegate votes by the candidates and their campaign teams.

National Officer Elections

An important and exciting part of the NLC is the election of the 2010–11 national officers. A student interested in running for national office can request the National Officer Candidate Guide from their state adviser, or download it from www.fbla-pbl.org.

FBLA and PBL Local Voting Delegates

Local FBLA voting delegates vote on matters that come before the regional meetings, including election of the regional vice presidents. Local PBL voting delegates vote to determine all national officers (president, secretary, and treasurer), their regional vice presidents, and bylaw amendments. The number of voting delegates to which a chapter is entitled is determined as follows:

- Less than 50 paid chapter members: 2 voting delegates
- 50–100 paid chapter members: 3 voting delegates
- More than 100 paid chapter members: 4 voting delegates

No chapter may have more voting delegates than the number of members in attendance at the NLC. For example, even though a chapter is entitled to three voting delegates, if only two members are present, only two votes may be cast. To qualify as a voting delegate, members must meet these requirements:

- Pay FBLA national, state, and local dues by the national membership postmarked deadline of March 1.
- Pay PBL national, state, and local dues by the national membership postmarked deadline of April 15.
- Voting delegates must register for the NLC by June 19 (PBL) and June 24 (FBLA).

FBLA State Voting Delegates

FBLA state voting delegates vote on all matters that come before the general session, including the election of the national president, secretary, treasurer, and bylaw amendments. Two state voting delegates are registered by each FBLA state chapter prior to the conference.

ADVISER HOSPITALITY CENTER

Share refreshments and conversation with members of the board of directors and national staff while discussing ideas and issues concerning FBLA-PBL national programs, partnerships, and services. Meet other advisers and exchange ideas in a relaxed environment. Check the conference program for dates and times.

SILENT AUCTION

Visit the Silent Auction on July 11 (PBL) and July 16 (FBLA). A variety of items including gift baskets and hotel packages will be available for bidding, with proceeds going to student and adviser recognition programs.

FBLA-PBL MARKETPLACE

Whether you need educational or insignia items, you'll find them at the FBLA-PBL Marketplace. See the latest and greatest products you can't afford to miss. Be sure to bring school purchase orders to ease processing. Cash, check, and all major credit cards are accepted.

EXHIBITS

Come visit the exhibits to get information from colleges and universities, fund-raising companies, technology vendors; and check out new opportunities available to your chapter. Learn about additional educational programs through FBLA-PBL partnership organizations. This is your chance to network and gather new ideas for successful chapter activities.

NASSP REQUIREMENT

The National Association of Secondary School Principals (NASSP) requires adult chaperones for high school students attending NASSP-sponsored conferences.

AMERICANS WITH DISABILITIES ACT (ADA)

If a participant has a disability that meets the criteria specified in the ADA, complete the Special Needs form found on www.fbla-pbl.org under "Registration/Information."

CONFERENCE PHOTOGRAPHY RELEASE

FBLA-PBL photographers and videographers will be taking photos and videos throughout the conference for use in any manner FBLA-PBL deems appropriate including, but not limited to, publishing in FBLA-PBL publications, on the FBLA-PBL Web site, and in connection with competitive performance events. Names will not appear on photos or in videos. By attending the conference, you grant FBLA-PBL the right to photograph, record, use and edit, without approval, your photograph, video, image, likeness, appearance, performance, and any other indicia of identity, in any format whatsoever, and to publish, disseminate, exhibit, publicly display, give, sell, and/or transfer the same in any and all forms of media or distribution now known or hereafter discovered or developed (including, but not limited to, print media, Internet, Web casting, video streaming, television or radio), for the use of FBLA-PBL, its affiliates, or any individual, organization, business, publication, network or other third party, in perpetuity, without payment or any consideration.

PHOTOGRAPHY

Gene Cohn Photography is the official photographer for the NLC. Have your official state and chapter photo taken with the FBLA-PBL logo and conference date printed on each group photo. Advisers should e-mail cohnphoto@yahoo.com prior to the conference to schedule group photo times. Once a time is booked, special order forms (with quantity pricing) and information packets will be mailed to you. No quantity pricing is available without the special order form. State/chapter photos will be taken by appointment and on a drop-in, space available basis. For large groups, we recommend making an appointment. Quantity pricing is not available on-site.



Payment Terms: Cash, Check, or Money Order

5 x 7	\$11.00 each
8 x 10	\$16.00 each

Photography Desk Hours

PBL

July 9–12 8:00 a.m.–11:00 a.m.
Awards—July 12 7:00 p.m.– 9:30 p.m.

FBLA

July 14–17 8:00 a.m.–11:00 a.m.
Awards—July 17 6:00 p.m.– 9:00 p.m.

Awards of Excellence Photos

Group photographs of the top ten award winners in each category will be taken and may be ordered at the photography desk immediately after each award is received during the Awards of Excellence Program.

Award Photo Prices

quantity	size	price
1	5 x 7	\$11.00
2	5 x 7	\$15.00
3	5 x 7	\$20.00
1	8 x 10	\$16.00
2	8 x 10	\$22.00
3	8 x 10	\$28.00

FBLA-PBL[®] DRESS CODE

FBLA-PBL members and advisers should develop an awareness of the image one's appearance projects. The purpose of the dress code is to uphold the professional image of the association and its members and to prepare students for the business world. Appropriate attire is required for all attendees—advisers, members, and guests—at all general sessions, competitive events, regional meetings, workshops, and other activities unless otherwise stated in the conference program. Conference name badges are part of this dress code and must be worn for all conference functions. For safety reasons, do not wear name badges when touring.

Professional attire acceptable for official FBLA-PBL activities includes:

Males

- Business suit with collar dress shirt and necktie or
- Sport coat, dress slacks, collar shirt, and necktie or
- Dress slacks, collar shirt, and necktie
- Banded collar shirt may be worn only if sport coat or business suit is worn
- Dress shoes and socks

Females

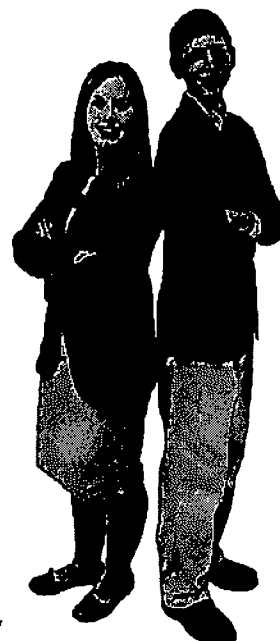
- Business suit with blouse or
- Business pantsuit with blouse or
- Skirt or dress slacks with blouse or sweater or
- Business dress
- Capris or gauchos with coordinating jacket/suit, worn below the knee
- Dress shoes

Inappropriate attire, for both men and women, includes:

- Jewelry in visible body piercing, other than ears
- Denim or chambray fabric clothing of any kind, overalls, shorts, skirts, stretch or stirrup pants, exercise or bike shorts
- Backless, see-through, tight-fitting, spaghetti straps, strapless, extremely short, or low-cut blouses/tops/dresses/skirts
- T-shirts, Lycra™, spandex, midriff tops, tank tops, bathing suits
- Sandals, athletic shoes, industrial work shoes, hiking boots, bare feet, or over-the-knee-boots
- Athletic wear, including sneakers
- Hats or flannel fabric clothing
- Bolo ties
- Visible foundation garments

CLARIFICATION—Many women's two-piece suits are currently designed so that they do not require a blouse. Therefore, this will be accepted. In addition, sling-back shoes, open-toe shoes, and sleeveless dresses are accepted.

*Revised 1/9/2009



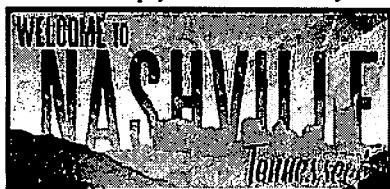
NASHVILLE INFORMATION

ABOUT NASHVILLE

There are a handful of cities in the world where the mere mention of their names conjures up specific images, and Nashville is one of these special places. It is a bustling, energetic city that never stops, no matter the season. It's a destination with world-class cultural attractions, diverse neighborhoods, and architectural wonders.

Nashville is known for critically acclaimed restaurants, first-class shopping, action-packed sporting events, and of course—music. There are great boutiques, antique and vintage shops, and malls. Nashville features thousands of restaurants offering culinary favorites to suit every taste, budget, and mood, and is world-renowned for its diverse collection of art galleries, which explore a variety of subjects.

In addition to world-renowned art galleries, Nashville is home to a variety of spectacular attractions such as the Grand Ole Opry and the General Jackson Showboat, and



is a delightful mix of old and new. It's all waiting for you to come experience this truly unique American city.



VISITOR INFORMATION

For more detailed information about Nashville, visit www.visitmusiccity.com, the Nashville Convention and Visitors Bureau Web site, or call 1-800-657-6910.

CLIMATE/ATTIRE

Nashville can be very hot in the summer with a high average temperature of 88 and a low average temperature of 67. Visitors are advised to bring cool, comfortable clothing and shoes for outside activities and touring. Refer to the FBLA-PBL Dress Code for conference attire guidelines.

CONFERENCE PREPARATION

Here are some tips to help you prepare for the conference:

- Make sure your chapter has paid state and national dues for all members.
- Check with your state adviser to determine if any travel arrangements are made by your state, and if so, what is included. If not, you must make arrangements for transportation, accommodations, and conference registration.

If you have a student who is competing:

- Carefully read the 2009–10 Competitive Events Program guidelines, which are in your *Chapter Management Handbook*.
- Check with your state adviser or competitive events coordinator for special deadlines for report or resume submissions. State advisers also will receive any competitive event updates.

Schedule a meeting with all conference attendees:

- Discuss expenses and help students determine how much spending money they'll need for food, entertainment, and souvenirs. Meals are not included in the conference registration fee.
- Discuss appropriate clothing to take.
- Remind students to keep careful track of their badges. Starting this year, there will be a \$5 fee per replacement badge.
- Discuss appropriate behavior. Conference delegates represent the national organization as well as their school and state. FBLA delegates must read and complete the Code of Conduct, which can be found on the national Web site at www.fbla-pbl.org.
- Be sure that all release forms are signed.
- Review all travel plans with attendees, and where appropriate,

provide parents and guardians with an itinerary and important telephone numbers.

- Attend an Adviser Orientation scheduled the first two days of the conference to review safety precautions in more detail.
- Discuss the various sightseeing options and review the tours.
- Emphasize the importance of participating in conference activities to the fullest extent.

Before you depart for the conference:

- Determine any allergies, physical disabilities, or limitations that any of your students may have. Notify the national center staff of any disabilities that may require special services using the Special Needs form on the national Web site (www.fbla-pbl.org) under "Registration/Information."
- Check with your school's accounting department to ensure that all checks have been mailed for conference registration and hotel reservations.
- If you did not receive a hotel confirmation, call the hotel to confirm that your reservation was received. Document the name of the hotel representative and the date and time of your conversation.
- Bring to the conference copies of your original hotel reservation and conference registration forms, as well as your confirmation for each person.

Schedule a meeting with conference attendees after you've arrived at the conference and picked up your registration packet.

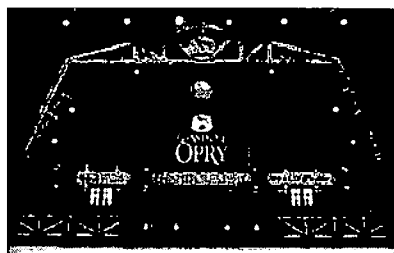
- Review the conference program in detail.
- Participate in as many workshops as possible. Attend all general sessions and regional meetings.

TOUR INFORMATION

TOURS

While in Nashville, make plans to enjoy some of the area's finest attractions and entertainment. Take advantage of special discounted tours made available to our conference attendees. Visit our Web site at www.fbla-pbl.org under "Registration Information" to get complete pricing information and reserve your tour today.

After reviewing all the tour options and deciding which you would like to order, complete the tour order form and mail it to the address indicated on the form. All tours include transportation.



Grand Old Nashville (3 hrs)

Take a self-guided tour of the historic Ryman Auditorium, the former home of the Grand Ole Opry. Tour the Country Music Hall of Fame and see exciting points of interest, including Fort Nashboro, historic Second Avenue, the State Capitol, Music Row, the Parthenon, and the Governor's Mansion. Finish your tour by seeing the homes of legendary stars Ronnie Milsap, Martina McBride, and Earl Scruggs.

Homes of the Stars (3 hrs)

See the homes of some of country's biggest stars and legendary Grand Ole Opry performers, including Alan Jackson, Dolly

Parton, Trace Adkins, and Trisha Yearwood.

Belle Meade Mansion (3 hrs)

Belle Meade Mansion is the "Queen of Tennessee Plantations" and former home of the Harding family. See one of the largest antique carriage collections in the south, an original 1800s cabin, the mansion's new winery, and various other exhibits.

The Hermitage: Home of President Andrew Jackson (3 hrs)

Take a guided tour of the beautifully restored home of President Andrew Jackson. This tour also takes you by Two Rivers Mansion, one of Nashville's stately restored antebellum homes, as well as Tulip Grove, the historic home of Andrew Jackson Donelson, Jackson's private secretary and close associate.

General Jackson Lunch Cruise (3 hrs)

Have a buffet lunch on a \$12 million-dollar, four-deck paddle-wheeler that brings back the bygone days of riverboat entertainment. Tour includes transportation, cruise, entertainment, and lunch.

Country Music Hall of Fame (3 hrs)

Learn, see, and hear about all your favorite country music stars. Learn something new about their lives, see Elvis' gold Cadillac, listen to the music from the beginnings of bluegrass to the new wave country of Shania Twain. Live entertainment is featured daily as well as numerous interactive features. Tour includes transportation, tour guide, and admission.

Grand Ole Opry Show (4 hrs)

The Grand Ole Opry is an omnipresence in the world of country music. It is entertainment, pageantry, comedy, and America's music, bundled into one package. The connection between the Opry artist and the audience is unlike anything in the world.

Tour Refund Policy

If it is necessary to cancel tour tickets, please notify the tour company in writing via U.S. mail or fax (615-871-5866) no later than June 24. Registration forms must be received in the Gaylord Opryland Transportation and Tours office by June 24. There will be no refunds or ticket exchanges after the registration deadline. A confirmation will be mailed to you two weeks prior to the events, and should be considered your receipt.

- When booking tours on your arrival day, allow plenty of time for possible flight delays or delays in shuttle transfers. No refunds will be given due to late arrival at the conference, as monies have to be paid in advance to tour venues.
- All tour sales will be preregistered with first priority given to conference delegates who make tour reservations in advance. When completing the tour order form, double check that you have selected the right date and time for your desired tours.
- In order to avoid confusion and disappointment, please complete all areas on the order registration form.
- Include the correct amount of money for the tours you've selected.
- Pick up all tour tickets at the tour desk.
- Purchase tours, if available, on site at an additional charge.
- The tour desk will be located in the Delta Lobby for PBL NLC and FBLA NLC.
- In the event that a tour is filled or cancelled, you may exchange the ticket for another of equal value or receive a refund.
- Assembly times for the tours will be 15 minutes before scheduled departure times. Departures will leave on time from the Delta Portico entrance.
- All prices are based on minimum number of persons participating. If the minimum does not sign up for a particular tour, that tour may be cancelled. Several tours have a maximum number of persons who can participate; these tours will be filled on a first-come, first-served basis. Tours that are cancelled or filled to capacity will be fully refunded.
- Tours are subject to change.

Nashville Shores (8 hrs)

Enjoy Nashville's famous water park and lake including the six largest water slides in Tennessee, 18 holes of miniature golf, paddleboats, a cruise on the lake, and other water activities. Tour includes transportation and admission to above activities. Lunch is on your own.

PBL CONFERENCE SCHEDULE

Thursday, July 8

IFL Day 1

7:00 a.m.–8:00 a.m. IFL Registration
8:00 a.m.–5:30 p.m. IFL

NLC Preconference

8:00 a.m.–1:00 p.m. Tour Desk
2:00 p.m.–7:00 p.m. Registration Desk

Friday, July 9

IFL Day 2

8:00 a.m.–11:30 a.m. IFL

NLC Day 1

8:00 a.m.–11:00 a.m. Photography Desk
8:00 a.m.–1:00 p.m. Tour Desk
8:00 a.m.–7:00 p.m. Registration Desk
Noon–6:00 p.m. MarketPlace
2:00 p.m.–5:15 p.m. Competitive Events
4:00 p.m.–5:00 p.m. Administrator Orientation
5:30 p.m.–6:15 p.m. Adviser Orientation
7:00 p.m.–9:00 p.m. Opening General Session and Campaign Rally
To Follow Opening Administrators and Coordinators Orientation
To Follow Opening Adviser Orientation

Saturday, July 10

NLC Day 2

7:15 a.m.–5:30 p.m. Competitive Events
7:30 a.m.–8:15 a.m. Adviser Orientation
8:00 a.m.–11:00 a.m. Photography Desk
8:00 a.m.–1:00 p.m. Tour Desk
8:00 a.m.–4:00 p.m. MarketPlace
9:00 a.m.–11:45 a.m. Workshops
9:00 a.m.–4:00 p.m. Campaign Booths and Exhibits
1:30 p.m.–3:30 p.m. PBL Networking Session
3:00 p.m.–5:00 p.m. Certification Exams
5:30 p.m.–6:30 p.m. Regional Campaign Rallies

Sunday, July 11

NLC Day 3

8:00 a.m.–11:00 a.m. Photography Desk
8:00 a.m.–1:00 p.m. Tour Desk
8:00 a.m.–4:00 p.m. MarketPlace
8:20 a.m.–5:00 p.m. Competitive Events
8:30 a.m.–9:00 a.m. Voting Delegates/State Presidents' Q&A
9:00 a.m.–2:00 p.m. Campaign Booths and Exhibits
9:00 a.m.–2:15 p.m. Workshops
9:30 a.m.–11:30 a.m. Certification Exams
9:30 a.m.–4:00 p.m. Silent Auction
1:30 p.m.–2:15 p.m. Professional Division Meeting/Reception
2:30 p.m.–3:30 p.m. State Key Contact Meeting
1:30 p.m.–4:30 p.m. Open Events
5:30 p.m.–6:30 p.m. March of Dimes March for Babies

Monday, July 12

NLC Day 4

8:00 a.m.–11:00 a.m. Photography Desk
8:00 a.m.–Noon MarketPlace
8:00 a.m.–1:00 p.m. Tour Desk
8:30 a.m.–9:30 a.m. National Voting Session
10:00 a.m.–11:00 a.m. Regional Voting and Recognition Sessions
11:15 a.m.–12:15 p.m. Adviser Forum
6:00 p.m.–9:00 p.m. Awards of Excellence Program
9:30 p.m.–11:30 p.m. Closing Social Event

Please note: This schedule is subject to change.



PREPARING FOR FBLA-PBL COMPETITIVE EVENTS

Online Events

- All objective tests are on computers. Check the schedule in the program for specific times. Several of the team events requiring an objective test as well as the interview events start on day one.
- Review the NLC program to see when your event is scheduled. Times may have changed from the listing in this conference guide. Arrive 15 minutes early to the online events.
- Basic calculators will be provided as well as online calculators. PBL members may bring financial calculators for Accounting, Finance, and the Statistical Analysis events.
- Cell phones and other electronic devices are not allowed.
- Bring a pencil or pen.
- Listen to the directions carefully.

Performance Events

- Review the national guidelines and rating sheets found on the Web site or in the *Chapter Management Handbook*.
- Introduce yourself providing your name, school, and state to the judges (where appropriate).
- Offer your hand for a handshake in the interview events.
- Make eye contact with the judges.
- All team members must participate in the presentation.
- Many performance events are interactive where the judges will be asking questions during the presentation. Other events allow the judges to ask questions following the presentation. Review the guidelines and rating sheets.

Competitive Events Using Equipment

- A computer and LCD projector must be provided by the individual, team, or school for each event entered.
- Rental computers and LCD projectors are available this year. Check the Web site at www.fbla-pbl.org, "Registration/Information" for details.
- An individual or team has 5 minutes to set up equipment. The clock starts running even if the individual or team isn't set up.
- A data support package will be provided for events requiring equipment.
- A computer, LCD projector, and Internet hookup will be provided for E-business, and Web Site Development. The individual or team may only bring a flash drive to load on the computer. Participants' computers may not be used in these events.

Sequestered Events

- PBL members will not be sequestered in either the preliminary or final round.
- FBLA members will not be sequestered in the preliminary round but will be sequestered in the final round.
- When in a sequestered event, a participant may not communicate with anyone from outside the sequestered room, including coming and going to the practice and performance rooms.
- The following final FBLA events are sequestered: Banking & Financial Systems, Business Ethics, Client Service, Emerging Business Issues, Entrepreneurship, Help Desk, Global Business, Impromptu Speaking, Management Decision Making, Management Information Systems, Parliamentary Procedure, and Network Design.
- Participants are allowed to bring reading materials and food into the room.

PBL COMPETITIVE EVENTS SCHEDULE

Friday, July 9

Business Communication Writing	2:00 p.m.-3:15 p.m.
Business Decision Making online	3:00 p.m.-4:15 p.m.
Financial Services online	4:00 p.m.-5:15 p.m.
Help Desk online	2:00 p.m.-3:15 p.m.
Hospitality Management online	4:00 p.m.-5:15 p.m.
Management Analysis & Decision Making online	3:00 p.m.-4:15 p.m.
Marketing Analysis & Decision Making online	4:00 p.m.-5:15 p.m.
Network Design online	3:00 p.m.-4:15 p.m.
Parliamentary Procedure online	2:00 p.m.-3:15 p.m.

Saturday, July 10

Accounting Analysis & Decision Making	11:15 a.m.-12:30 p.m.
Accounting for Professionals	10:15 a.m.-11:30 a.m.
Accounting Principles	12:15 p.m.-1:30 p.m.
Business Communication	8:15 a.m.-9:30 a.m.
Business Ethics: Preliminary	9:00 a.m.-3:00 p.m.
Business Law	8:15 a.m.-9:30 a.m.
Business Presentation: Preliminary	9:00 a.m.-1:00 p.m.
Client Service: Preliminary	9:00 a.m.-Noon
Client Service—1st person reports	8:40 a.m.
Community Service Project: Preliminary	9:00 a.m.-1:00 p.m.
Computer Applications	11:15 a.m.-12:30 p.m.
Computer Concepts	1:15 p.m.-2:30 p.m.
Computer Game & Simulation	1:30 p.m.-5:30 p.m.
Programming: Preliminary	
Contemporary Sports Issues	9:15 a.m.-10:30 a.m.
Cyber Security	10:15 a.m.-11:30 a.m.
Database Design & Applications	10:15 a.m.-11:30 a.m.
Desktop Publishing	7:15 a.m.-8:30 a.m.
Digital Video Production: Preliminary	1:30 p.m.-5:30 p.m.
Economic Analysis & Decision Making	10:15 a.m.-11:30 a.m.
Emerging Business Issues: Preliminary	9:00 a.m.-1:00 p.m.
Emerging Business Issues—1st team draws	8:50 a.m.
Financial Analysis & Decision Making	8:15 a.m.-9:30 a.m.
Financial Concepts	1:15 p.m.-2:30 p.m.
Free Enterprise Project: Preliminary	1:30 p.m.-5:30 p.m.
Future Business Executive: Preliminary	9:00 a.m.-2:00 p.m.
Future Business Teacher: Preliminary	9:00 a.m.-2:00 p.m.
Human Resource Management online	7:15 a.m.-8:30 a.m.
Impromptu Speaking: Preliminary	1:30 p.m.-4:30 p.m.
Impromptu Speaking—1st person reports	1:15 p.m.
Information Management	12:15 p.m.-1:30 p.m.
International Business	10:15 a.m.-11:30 a.m.
Job Interview: Preliminary	9:00 a.m.-2:00 p.m.
Justice Administration	12:15 p.m.-1:30 p.m.
Macroeconomics	9:15 a.m.-10:30 a.m.
Management Concepts	9:15 a.m.-10:30 a.m.
Marketing Concepts	12:15 p.m.-1:30 p.m.
Microeconomics	8:15 a.m.-9:30 a.m.
Networking Concepts	11:15 a.m.-12:30 p.m.
Project Management	11:15 a.m.-12:30 p.m.
Public Speaking: Preliminary	9:00 a.m.-Noon
Sales Presentation: Preliminary	9:00 a.m.-1:00 p.m.
Small Business Management Plan: Preliminary	1:30 p.m.-5:30 p.m.
Sports Management & Marketing	1:15 p.m.-2:30 p.m.
Statistical Analysis	11:15 a.m.-12:30 p.m.
Telecommunications	9:15 a.m.-10:30 a.m.
Web Site Development: Preliminary	9:00 a.m.-1:00 p.m.
Word Processing	1:15 p.m.-2:30 p.m.



Sunday, July 11

Business Decision Making: Finals	9:00 a.m.-12:30 p.m.
Business Decision Making—1st team reports	8:20 a.m.
Business Ethics: Finals	9:00 a.m.-12:30 p.m.
Business Presentation: Finals	9:00 a.m.-1:00 p.m.
Client Service: Finals	9:00 a.m.-Noon
Client Service—1st person reports	8:40 a.m.
Community Service Project: Finals	1:30 p.m.-4:30 p.m.
Computer Game & Simulation	1:30 p.m.-4:30 p.m.
Programming: Finals	
Digital Video Production: Finals	1:30 p.m.-4:30 p.m.
Emerging Business Issues: Finals	9:00 a.m.-Noon
Emerging Business Issues—1st team reports	8:50 a.m.
Financial Services: Finals	1:30 p.m.-4:30 p.m.
Financial Services—1st team reports	1:00 p.m.
Free Enterprise Project: Finals	9:00 a.m.-Noon
Future Business Executive: Finals	9:00 a.m.-3:00 p.m.
Future Business Teacher: Finals	9:00 a.m.-3:00 p.m.
Help Desk: Finals	1:30 p.m.-4:30 p.m.
Help Desk—1st person reports	1:10 p.m.
Hospitality Management: Finals	9:00 a.m.-Noon
Hospitality Management—1st team reports	8:30 a.m.
Human Resource Management: Finals	9:00 a.m.-Noon
Human Resource Management—1st team reports	8:30 a.m.
Impromptu Speaking: Finals	9:00 a.m.-Noon
Impromptu Speaking—1st person reports	8:40 a.m.
Job Interview: Finals	9:00 a.m.-3:00 p.m.
Management Analysis & Decision Making: Finals	9:00 a.m.-Noon
Management Analysis & Decision Making—1st team reports	8:30 a.m.
Marketing Analysis & Decision Making: Finals	1:30 p.m.-4:30 p.m.
Marketing Analysis & Decision Making—1st team reports	1:00 p.m.
Network Design: Finals	1:30 p.m.-5:00 p.m.
Network Design—1st team reports	1:00 p.m.
Open Events—Digital Forensics, Leadership	1:30 p.m.-2:30 p.m.
Open Events—PBL Facts, Retail Management	2:30 p.m.-3:30 p.m.
Open Events—Employee Training & Development, Health Care Administration	3:30 p.m.-4:30 p.m.
Parliamentary Procedure: Finals	9:00 a.m.-12:30 p.m.
Parliamentary Procedure—1st team reports	8:30 a.m.
Public Speaking: Finals	9:00 a.m.-Noon
Sales Presentation: Finals	9:00 a.m.-Noon
Small Business Management Plan: Finals	1:30 p.m.-4:30 p.m.
Web Site Development: Finals	9:00 a.m.-Noon

Please note: This schedule is subject to change.



FBLA CONFERENCE SCHEDULE

Monday, July 12

7:00 p.m.–9:00 p.m. IFL Registration

Tuesday, July 13

IFL Day 1

7:00 a.m.–8:00 a.m. IFL Registration
8:00 a.m.–5:30 p.m. IFL

NLC Preconference

8:00 a.m.–1:00 p.m. Tour Desk
2:00 p.m.–7:00 p.m. Registration Desk
Midnight Curfew

Wednesday, July 14

IFL Day 2

8:00 a.m.–11:30 a.m. IFL

NLC Day 1

8:00 a.m.–11:00 a.m. Photography Desk
8:00 a.m.–1:00 p.m. Tour Desk
8:00 a.m.–7:00 p.m. Registration Desk
9:00 a.m.–9:45 a.m. Adviser Orientation
Noon–12:45 p.m. Adviser Orientation
2:00 p.m.–5:00 p.m. Exhibits, MarketPlace
2:00 p.m.–5:15 p.m. Competitive Events
4:00 p.m.–5:00 p.m. Administrator Orientation
4:30 p.m.–5:15 p.m. Adviser Orientation
7:00 p.m.–9:00 p.m. Opening General Session and Campaign Rally
To Follow Opening Administrators and Coordinators Orientation
To Follow Opening Adviser Orientation
Midnight Curfew



Thursday, July 15

NLC Day 2

7:15 a.m.–5:30 p.m. Competitive Events
7:30 a.m.–8:15 a.m. Adviser Orientation
8:00 a.m.–11:00 a.m. Photography Desk
8:00 a.m.–1:00 p.m. Tour Desk
9:00 a.m.–3:15 p.m. Workshops
9:00 a.m.–4:00 p.m. Exhibits, Campaign Booths, and MarketPlace
9:30 a.m.–11:30 a.m. Certification Exams
5:30 p.m.–6:30 p.m. Regional Campaign Rallies
Midnight Curfew

Friday, July 16

NLC Day 3

7:15 a.m.–5:30 p.m. Competitive Events
8:00 a.m.–8:45 a.m. Voting Delegates/State Presidents' Q&A
8:00 a.m.–11:00 a.m. Photography Desk
8:00 a.m.–1:00 p.m. Tour Desk
9:00 a.m.–2:00 p.m. Exhibits, Campaign Booths, and MarketPlace
9:00 a.m.–3:15 p.m. Workshops
9:30 a.m.–4:00 p.m. Silent Auction
9:30 a.m.–11:30 a.m. Certification Exams
Noon–3:00 p.m. Open Events
1:30 p.m.–2:15 p.m. Professional Division Meeting/Reception
2:30 p.m.–3:30 p.m. State Key Contact Meeting
3:30 p.m.–4:30 p.m. Certification Exams
5:30 p.m.–6:30 p.m. March of Dimes March for Babies
Midnight Curfew

Saturday, July 17

NLC Day 4

8:00 a.m.–9:00 a.m. National Voting Session
8:00 a.m.–11:00 a.m. Photography Desk
8:00 a.m.–Noon MarketPlace
8:00 a.m.–1:00 p.m. Tour Desk
9:15 a.m.–10:45 a.m. Regional Voting and Recognition Sessions
11:00 a.m.–Noon Adviser Forum
6:00 p.m.–9:00 p.m. Awards of Excellence Program
9:30 p.m.–11:30 p.m. Closing Social Event
Midnight Curfew

Please note: This schedule is subject to change.

COMPETITIVE EVENTS & TEST-TAKING TIPS

General Rules and Tips

- There will be no competitive event additions or substitutions on-site.
- Only the final performance rounds are open to conference attendees.
- All conference attendees must adhere to the Dress Code.
- Read and follow the FBLA-PBL Dress Code. Don't take the chance of being disqualified or having points deducted because of improper attire. If you have a question whether your attire is proper, it probably isn't.
- Make sure you know where the room is located for the event.
- Remember, elevators may be slow, so allow ample time.
- Get plenty of rest the night before your competition.

- Make sure you check the schedule posted outside the registration area and the competitive events office for time performance. The schedule will also be posted on our Web site at www.fbla-pbl.org. Check the schedule the night before and the morning of the competition to ensure there are no time changes.
- Eat something healthy before your competition to calm your nerves.

Answering Multiple Choice Questions

- Read the question before you look for an answer.
- Eliminate answers you know aren't right.
- Don't keep changing your answer; usually your first choice is the right one.

Additional questions: Contact education@fbla.org

FBLA COMPETITIVE EVENTS SCHEDULE

Wednesday, July 14

Banking & Financial Systems	4:00 p.m.-5:15 p.m.
Future Business Leader online	3:00 p.m.-4:15 p.m.
Help Desk online	3:00 p.m.-4:15 p.m.
Management Decision Making online	4:00 p.m.-5:15 p.m.
Management Information Systems online	3:00 p.m.-4:15 p.m.
Parliamentary Procedure online	2:00 p.m.-3:15 p.m.

Thursday, July 15

Accounting I	9:15 a.m.-10:30 a.m.
Accounting II	2:15 p.m.-3:30 p.m.
American Enterprise Project: Preliminary	9:00 a.m.-1:00 p.m.
Business Calculations	3:15 p.m.-4:30 p.m.
Business Communication	3:15 p.m.-4:30 p.m.
Business Ethics: Preliminary	9:00 a.m.-1:00 p.m.
Business Ethics—1st team reports	8:30 a.m.
Business Financial Plan: Preliminary	9:00 a.m.-1:00 p.m.
Business Law	10:15 a.m.-11:30 a.m.
Business Math	10:15 a.m.-11:30 a.m.
Business Plan: Preliminary	9:00 a.m.-1:00 p.m.
Business Presentation: Preliminary	9:00 a.m.-1:00 p.m.
Business Procedures	2:15 p.m.-3:30 p.m.
Client Service: Preliminary	9:00 a.m.-Noon
Client Service—1st person reports	8:40 a.m.
Community Service Project: Preliminary	1:30 p.m.-5:30 p.m.
Computer Applications	2:15 p.m.-3:30 p.m.
Computer Gaming & Simulation	9:00 a.m.-1:00 p.m.
Programming	
Computer Problem Solving	11:15 a.m.-12:30 p.m.
Cyber Security	12:15 p.m.-1:30 p.m.
Database Design & Applications	3:15 p.m.-4:30 p.m.
Desktop Application Programming	1:30 p.m.-5:30 p.m.
Desktop Publishing	8:15 a.m.-9:30 a.m.
Digital Video Production: Preliminary	1:30 p.m.-5:30 p.m.
E-business: Preliminary	1:30 p.m.-5:30 p.m.
Economics	1:15 p.m.-2:30 p.m.
Emerging Business Issues—1st team draws	8:50 a.m.
Emerging Business Issues: Preliminary	9:00 a.m.-1:00 p.m.
Entrepreneurship online	7:15 a.m.-8:30 a.m.
FBLA Principles & Procedures	11:15 a.m.-12:30 p.m.
Future Business Leader: Preliminary	9:00 a.m.-2:00 p.m.
Global Business	8:15 a.m.-9:30 a.m.
Impromptu Speaking: Preliminary	1:30 p.m.-4:30 p.m.
Impromptu Speaking—1st person reports	1:10 p.m.
Introduction to Business	9:15 a.m.-10:30 a.m.
Introduction to Parliamentary Procedure	1:15 p.m.-2:30 p.m.
Job Interview: Preliminary	9:00 a.m.-2:00 p.m.
Marketing	12:15 p.m.-1:30 p.m.
Network Design online	7:15 a.m.-8:30 a.m.
Partnership with Business Project: Preliminary	1:30 p.m.-5:30 p.m.
Public Speaking I: Preliminary	9:00 a.m.-Noon
Public Speaking II: Preliminary	1:30 p.m.-4:30 p.m.
Web Site Development: Preliminary	9:00 a.m.-1:00 p.m.
Word Processing I	1:15 p.m.-2:30 p.m.
Virtual Business Challenge: Preliminary	9:30 a.m.-3:30 p.m.

Friday, July 16

American Enterprise Project: Finals	9:00 a.m.-Noon
Banking & Financial Systems: Finals	9:00 a.m.-Noon
Banking & Financial Systems sequestered	8:30 a.m.
Business Ethics: Finals	9:00 a.m.-1:00 p.m.
Business Ethics sequestered	8:30 a.m.
Business Financial Plan: Finals	9:00 a.m.-Noon
Business Plan: Finals	9:00 a.m.-Noon
Business Presentation: Finals	9:00 a.m.-1:00 p.m.
Client Service: Finals	9:00 a.m.-Noon
Client Service sequestered	8:40 a.m.
Community Service Project: Finals	9:00 a.m.-Noon

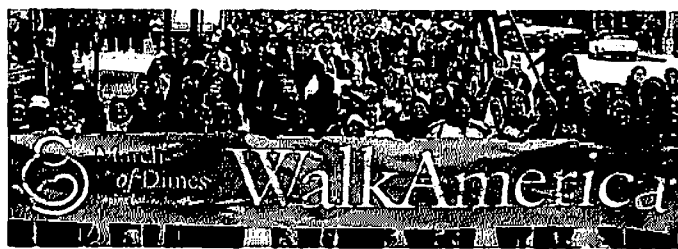
Computer Gaming & Simulation	9:00 a.m.-Noon
Programming: Finals	
Desktop Application Programming: Finals	1:30 p.m.-4:30 p.m.
Digital Video Production: Finals	1:30 p.m.-5:30 p.m.
E-business: Finals	1:30 p.m.-5:30 p.m.
Emerging Business Issues: Finals	1:30 p.m.-5:30 p.m.
Emerging Business Issues sequestered	1:10 p.m.
Entrepreneurship: Finals	9:00 a.m.-Noon
Entrepreneurship sequestered	8:30 a.m.
Future Business Leader: Finals	9:00 a.m.-3:00 p.m.
Global Business: Finals	9:00 a.m.-Noon
Global Business sequestered	8:30 a.m.
Help Desk: Finals	1:30 p.m.-4:30 p.m.
Help Desk sequestered	1:10 p.m.
Impromptu Speaking sequestered	1:10 p.m.
Impromptu Speaking: Finals	1:30 p.m.-4:30 p.m.
Introduction to Business Communication	7:15 a.m.-8:30 a.m.
Introduction to Technology Concepts	7:15 a.m.-8:30 a.m.
Job Interview: Finals	9:00 a.m.-3:00 p.m.
Management Decision Making: Finals	1:30 p.m.-4:30 p.m.
Management Decision Making sequestered	1:00 p.m.
Management Information Systems: Finals	1:30 p.m.-4:30 p.m.
Management Information Systems sequestered	1:00 p.m.
Network Design: Finals	1:30 p.m.-4:30 p.m.
Network Design sequestered	1:00 p.m.
Networking Concepts	9:15 a.m.-10:30 a.m.
Open Events—Advertising, Health	2:00 p.m.-3:00 p.m.
Care Administration	
Open Events—Digital Forensics,	1:00 p.m.-2:00 p.m.
Hospitality Management	
Open Events—Leadership, Social Media	Noon-1:00 p.m.
Open Events—Middle Level	2:00 p.m.-3:00 p.m.
Parliamentary Procedure: Finals	9:00 a.m.-12:30 p.m.
Parliamentary Procedure sequestered	8:30 a.m.
Partnership with Business Project: Finals	9:00 a.m.-Noon
Personal Finance	8:15 a.m.-9:30 a.m.
Public Speaking I: Finals	9:00 a.m.-Noon
Public Speaking II: Finals	1:30 p.m.-4:30 p.m.
Sports Management	10:15 a.m.-11:30 a.m.
Spreadsheet Applications	9:15 a.m.-10:30 a.m.
Technology Concepts	8:15 a.m.-9:30 a.m.
Virtual Business Challenge: Finals	9:30 a.m.-11:30 a.m.
Web Site Development: Finals	9:00 a.m.-1:00 p.m.
Word Processing II	9:15 a.m.-10:30 a.m.

Please note: This schedule is subject to change.

FBLA-PBL and the March of Dimes will sponsor a March for Babies to celebrate the success



of the 2009-10 partnership. This event is scheduled for Sunday, July 11 for PBL and Friday, July 16 for FBLA. All members and advisers are encouraged to participate and to contribute to the March of Dimes. Remember to bring your \$5 donation and get ready to have a great time!



CONFERENCE REGISTRATION INFORMATION

NLC AND IFL ONLINE REGISTRATION

Register online at www.fbla-pbl.org

Register online for NLC and IFL. Member and adviser information is in our database, so this will make your registration process quick and easy. It's simple, all you do is:

- Review this guide completely
- Have your chapter number and password available
- Go to www.fbla-pbl.org and click "Registration/Information" and follow the instructions

Deadline

Preregistration and payments must be received no later than June 27. NLC registration questions can be directed to 800.325.2946. Make sure your school's accounting department is aware of the registration and payment deadline.

Early Bird, Regular, and On-site Rates

Register by May 28 to take advantage of early bird rates. Regular rates apply from May 29–June 27. Preregistration closes midnight (Eastern) on June 27. On-site rates are applicable starting June 28. Register by June 27 so all your conference materials are available when you arrive.

<i>NLC Fees</i>	Early Bird <i>On or before May 28</i>	Regular <i>May 29–June 27</i>	On-site <i>June 28–on-site</i>
FBLA	\$95	\$105	\$115
PBL	\$105	\$115	\$125
Guest	\$45	\$55	\$65
<i>IFL Fees</i>	Early Bird <i>On or before May 28</i>	Regular <i>May 29–June 27</i>	On-site <i>June 28–on-site</i>
Student	\$115	\$125	\$135
Adviser	\$50	\$60	\$70
Candidates	\$100	\$100	\$110

Payment

Acceptable forms of payment are Visa, MasterCard, school check, or school purchase order. Make checks payable to FBLA-PBL. Purchase orders must be numbered and signed, and a check must be received prior to or at conference registration. **Any balance due in registration fees and on-site registration must be paid at the time of on-site conference registration.** Conference registrations, tours, and housing reservations must all be paid separately and mailed to their respective addresses. Do not combine any of these payments. Send NLC/IFL registration payments to:

NLC/IFL REGISTRATION
P.O. Box 79130
Baltimore, MD 21279-0130

Adviser/Chaperone Registration

If you have assigned a chaperone to assist or act in place of your attendance, he/she must be registered as the adviser/chaperone to have access to all portions of the conference and must pay full conference registration.

Guest Registration

Guests are nonmembers of FBLA-PBL, including spouses, children, and parents. Advisers and members **do not** qualify for guest registration. The NLC guest registration includes a name badge, conference program, tour participation, and admission only to the opening and closing sessions. **Please note:** Because the seating capacity has been exceeded for the FBLA NLC general sessions, guest registrations will be seated in a separate ballroom for these sessions.

Tickets for Awards of Excellence Program

Tickets to the Awards of Excellence Program are available for \$25 each and must be purchased at conference headquarters the day before the Awards of Excellence Program (PBL on July 11 and FBLA on July 16). **Please note:** The seating capacity has been exceeded for the FBLA Awards of Excellence Program. A separate ballroom will be used to seat anyone who purchases a ticket for this event.

Registration Changes or Cancellations

Please fax your changes or cancellations to 1.866.500.5610. The deadline for changes is June 27. A change and cancellation form is available on our Web site under "Registration/Information."

Cancellation and Refund Policy

Guest fees and insurance are nonrefundable regardless of cancellation date. Registration refund requests must be made in writing before June 19. Requests received by June 19 will receive an 80 percent refund. No refunds will be given after June 19. Allow four weeks for processing following the NLC. A refund request form is located on the national Web site under "Registration/Information." Fax refund requests to 1.866.500.5610.

Registration Hours and Location

Pick up your chapter's packet in Delta Lobby A during the hours listed on the conference schedule. One FBLA adviser must pick up the entire chapter's packet. Partial packets will not be distributed. PBL registrations may be picked up by each registrant.

Accident Insurance

Accident insurance is available for purchase from Federal Insurance Company. Those who purchase this insurance will be covered while in attendance at the NLC, including travel directly to and from the conference. Coverage begins at the actual start of the trip to the NLC and continues on a 24-hour basis during the trip. It ends when attendees return to their permanent residences. Benefits include up to \$25,000 for accidental death or dismemberment, and up to \$2,500 for accidental excess medical expenses. The maximum limit of insurance is \$500,000 per accident. Coverage is subject to the full terms and conditions in the master policy. To enroll, select the insurance option and make sure to include the \$2 fee per person with your conference registration payment. Insurance is not available for on-site registrants, and there are no refunds. **Please note:** This is an accident insurance; it does not cover illnesses not related to an accident. Sunburn is not classified as an accident. For a claim against this policy, notify the FBLA-PBL National Center in writing for verification of coverage and claim information.

CONFERENCE & HOTEL INFORMATION

HOTEL AND ROOM RATES

The NLC will be held at the Gaylord Opryland Resort & Convention Center. Hotel Information below:

Gaylord Opryland Resort & Convention Center

2800 Opryland Drive
Nashville, TN 37214
P 615.899.1000 F 615.871.7741*

*Guest Fax #

Hotel Room Rates

Room rates for the Gaylord Opryland Resort & Convention Center are:

Single/Double	\$150
Triple/Quad	\$160

The current sales tax is 9.25%, and the occupancy tax is 6%. There is also a city tax rate of \$2.50 per room per night. If you meet the tax exemption requirements, you will only be exempt from the 9.25% sales tax. The hotel does accept the Tennessee tax-exempt form and the IRS 501(c)(3). Purchase orders will be accepted for deposit. The final payment is due when you check-in. If a chapter is using a purchase order for final payment, it will need to apply for credit with the hotel in advance. A portion of the room rate is being used to offset convention costs.

AIRPORT SHUTTLE

Gaylord Opryland Resort & Convention Center Airport Shuttle Service: Regular rates are \$38 for roundtrip service between the airport and the hotel, and \$28 for one-way. A special discount rate of \$24 roundtrip and \$20 one-way will be extended for the FBLA-PBL conference attendees. To purchase your ticket, go to <http://www.gaylordhotels.com/gaylord-opryland/directions-transportation/transportation-services/groups/2010-FBLA-PBL.html> or visit the Gaylord Opryland Convention Center Welcome Desk conveniently located on the lower level (ground transportation level) of the airport. No coupon is necessary to obtain this discount. Tell the representative at the desk that you are with the FBLA or PBL National Leadership Conference and you will receive the discount. The shuttle operates daily from 5:00 a.m. until 11:00 p.m.

Return to Airport from Hotels: We suggest you depart the hotel two hours before your flight time to ensure you are ready to board your plane home. Shuttle service is available from the Cascades Lobby. Shuttle service will operate from 5:00 a.m. until 11:00 p.m. The shuttle schedule is available online at <http://www.gaylordhotels.com/gaylord-opryland/directions-transportation/transportation-services/groups/2010-FBLA-PBL.html>. All groups of 10 or more guests traveling together need to contact the Transportation Office at 1.615.902.8016 and inform us of your departure time. Be sure to have your return portion of your roundtrip ticket for the trip back to the airport.

CAR RENTAL DISCOUNTS

Alamo*

As the official car rental provider for the FBLA-PBL NLC, Alamo offers discounted rental rates to all delegates. For reservations and additional coupon savings go to our Web site, www.fbla-pbl.org, and click on your division, member benefits, additional benefits and discounts and then scroll down to Car Rental Discounts or call 1.800.462.5266 or your travel agent. Be sure to give ID number 7000461 at the time of your reservation. Special online coupon offers are in addition to your FBLA-PBL discount and can be downloaded from the FBLA-PBL Web site to be used when calling for a reservation. Or, when using the FBLA-PBL Web site for reservations, coupon pricing is automatically included when the coupon is selected and the coupon requirements are met.

** Discount applies to base rate only. Up to 20% discount applies to participating locations, through 12/31/10. Discount varies by rental date, location, and vehicle type. Taxes, other governmentally-authorized or imposed surcharges (including GST), license and concession recoupment fees, airport and airport facility fees, fuel, additional driver fee, one-way rental charge and optional items (such as CDW up to US \$30 per day) are extra. In the U.S. check your insurance and/or credit card for rental vehicle coverage. Renter must meet standard age, driver and credit requirements. 24-hour advance reservation required. May not be combined with other discounts. Availability is limited. Subject to change without notice. Unlimited miles offer available only at participating locations. Blackout dates may apply. Void where prohibited.*

Alamo



HOTEL INFORMATION

HOTEL RESERVATION INSTRUCTIONS

Before the Conference

The deadline for receiving hotel reservation forms is June 11. Reservations received after this date will be made on a space-available basis. Advance reservations on the official hotel reservation form will be honored on a first-come, first-serve basis. Reservations with credit card deposits may be faxed to 615.871.5728, Attn: Kristin Childress. Reservations will not be accepted by phone.

If you are sending a hotel reservation form with students from different schools sharing a room, please write the name of the school for each student. One adviser should be listed on the form as the person responsible for the room. Be certain that only one adviser submits a reservation.

The hotel is not authorized to mix delegations to fill a double, triple, or quad accommodation. Reservations will be made only for occupants listed together on the same hotel reservation form.

A deposit of one night's lodging for each room reserved must accompany the hotel reservation form. If your state has already guaranteed its rooming block, this requirement may have been met. Contact your state adviser for details. Acceptable forms of payment are American Express, Diners Club, Discover, MasterCard, or Visa credit cards; or you may pay with a school check. Purchase orders will be accepted. All deposit checks must be made payable to Gaylord Opryland Resort & Convention Center and mailed to the address on the hotel reservation form.

Your reservation acknowledgement will come from the Gaylord Opryland Resort & Convention Center. Allow two weeks for this acknowledgement. For a quicker response, include your fax number and e-mail address on the hotel reservation form.

The balance due for room rates and taxes must be paid at the time you check in to the hotel.

Deposit Refund Policy

Full refunds will be given if the hotel is notified 72 hours prior to arrival. No refunds for cancellations will be issued less than 72 hours prior to arrival.

When You Arrive

Hotel check-in time is after 3:00 p.m. Plan your arrival after that time. If you arrive earlier than the check-in time, the hotel will make every effort to assign as many rooms as possible. Make arrangements to tour the area until your room is available if you know you will be arriving early. A luggage storage area will be provided at the hotel for groups arriving prior to the check-in time.

To minimize confusion in the hotel lobby, one PBL representative or FBLA adviser must register the entire delegation. Clearly indicate the name of the person handling the group's billing on the rooming list. When charging incidentals to your guestroom, such as room service, restaurant, or outside phone line access, you must present a major credit card and driver's license upon check-in. The assigned delegate or adviser secures room assignments and keys for the entire delegation.

The hotel has been advised of the importance of placing the FBLA adviser and chaperone rooms next to the rooms of the students for whom they are responsible. They will make every effort to do so, but room availability is largely dependent upon the checkout time of those departing on the day of your arrival.

Hotel checkout time is 11:00 a.m. One adviser or representative must check out, turn in keys, and pay room bills for the entire delegation. The hotel will provide one bill for each room occupied.

Verify your departure date on arrival. Early departure may result in a penalty fee.

TIPS FOR A SMOOTHER HOTEL CHECK-IN

- Fax or mail changes to the Gaylord Opryland Resort & Convention Center. Do not wait until check-in to change reservations. If you must make a change in your reservation, call the hotel directly; and be sure to document the name of the person you spoke with and the date and time of the conversation.
- Bring copies of your original reservation form with any changes that were called or faxed to the hotel.
- Be sure your school's accounting department sends separate checks for hotel reservations and conference registration to the appropriate addresses on each form. The payments must not be combined in one check.
- Although you only need to send a deposit, paying the full amount in advance will speed your check-in time.
- If you are mailing your balance due, make sure the check clearly indicates to which school/reservation the amount should be applied. To be absolutely clear, send another copy of your reservation form marking that it is a duplicate with the balance payment.
- Be as accurate as possible when completing the line on the reservation form that asks your delegation's arrival and departure time. The hotel uses this information to staff the front desk with enough agents at heaviest arrival times.
- If you have not received a hotel confirmation prior to leaving for the conference, call the hotel and verify your reservation. Be sure to document your conversation.

HOTEL RESERVATION FORM



Please mail or fax the completed form and one copy to:

Gaylord Opryland Resort & Convention Center

2800 Opryland Drive

Nashville, TN 37214

P 615.889.1000

F 615.871.5728 (Attn: Kristin Childress)

- Read Hotel Reservation Instructions on page 16 before proceeding.
- RECEIPT DEADLINE: June 11
- Reservations may not be available after June 11. Keep a copy for your files.

Room rates are as follows: **Single/Double \$150** **Triple/Quad \$160**

The current sales tax is 9.25% and the occupancy tax is 6%. There is also a city tax rate of \$2.50 per room, per night. If you meet the tax exemption requirements, you will only be exempt from the 9.25% sales tax. The hotel does accept the Tennessee tax exempt form as well as the federal form 501(c)(3). A portion of the room rate is being used to offset conference costs.

Person responsible for group's billing:

Name _____ School Phone _____

E-mail _____ Home Phone _____

School _____ Fax Number _____

Address _____

City _____ State _____ Zip _____

Person(s) responsible on-site _____

Conference: ☐ FBLA NLC ☐ PBL NLC

Type or print clearly all occupants for each room. Please duplicate this form if additional space is needed.

Guest Room 1

1. _____

2. _____

3. _____

4. _____

Earliest Arrival Date _____

Latest Departure Date _____

Special Needs Request _____

Check-in time is 3:00 p.m. Checkout time is 11:00 a.m.

Approximate Time of Arrival _____

Guest Room 2

1. _____

2. _____

3. _____

4. _____

Earliest Arrival Date _____

Latest Departure Date _____

Special Needs Request _____

Mode of Transportation _____

Deposit of one night's lodging must accompany this form. Reservations will not be made without a deposit. Check enclosed in the amount of \$_____ payable to the hotel. Purchase orders will be accepted for deposit.

Please hold my credit card as guarantee: ☐ American Express ☐ Discover ☐ Diner's Club ☐ MasterCard ☐ Visa

Name on Card _____

Signature _____

Card Number _____

Expiration Date _____

Deposit Refund Policy: Full refunds will be given if the hotel is notified 72 hours prior to arrival. No refunds for cancellations will be issued less than 72 hours prior to arrival.

INSTITUTE FOR LEADERS

FBLA-PBL® INSTITUTE FOR LEADERS

Arrive early in Nashville to experience Simply the Best leadership training at FBLA-PBL's 12th annual Institute for Leaders (IFL)!

When you get the best, you get ahead. When you miss the best, you get to follow those who didn't. At IFL, you will hear the best speakers, choose a major in which to concentrate your leadership study, and explore a specific minor to tailor your training even more! You'll learn from performance experts, industry leaders, and awesome FBLA-PBL alumni who have been where you are and are eager to show you the way to being your best leader.

Simply the Best TRAINING AWAITS YOU IN NASHVILLE!

Each year, the best members of FBLA-PBL attend the NLC. And, the best of the best take the extra initiative to attend IFL. IFL will blow your mind, activate your senses, stimulate your skills, and equip you with the best tools for leadership in FBLA-PBL, business, career, college, and life.

- An inspiring, two-day leadership program filled with action-packed sessions.
- Day one is for your Leadership Major. Register in advance to major in OfficerShip, Finance, Technology, Communication, Entrepreneurship, and more!
- Day two is for your Leadership Minor! While at IFL, you'll select a minor ranging from social media to sensational sponsorship and powerful public speaking to professionalism and etiquette.
- Awesome adventures and networking await all members in the special Transformation Stations. Test your wits in this wild series of fun leadership and team challenge stations.
- Join Titan Teams where you'll learn about amazing business leaders while developing a close network of new friends and leaders across the nation!
- Hear from inspiring speakers and learn from experts while you laugh, think, strategize, dream, and get the best out of life.

SCHEDULE

PBL IFL

Registration: July 8, 7:00 a.m.–8:00 a.m.

Program: July 8, 8:00 a.m.–5:30 p.m.

Program: July 9, 8:00 a.m.–11:30 a.m.

FBLA IFL

Registration: July 12, 7:00 p.m.–9:00 p.m.

Registration: July 13, 7:00 a.m.–8:00 a.m.

Program: July 13, 8:00 a.m.–5:30 p.m.

Program: July 14, 8:00 a.m.–11:30 a.m.



INSTITUTE FOR LEADERS AT-A-GLANCE

Day 1: Select a Leadership Major!

After hearing from electrifying opening speakers, members and advisers, head to the Transformation Station. In a series of 15-minute training sessions, members from across the nation will engage in a hilarious, thought-provoking, and energizing series of experiences designed to transform members into leaders and leaders into servants.

Following the Transformation Station, it's time for IFL Leadership Majors! Finish the day in intensive training concentrating in a specialized area of leadership development. Sign up for your Leadership Major during online registration for the NLC and IFL. IFL Leadership Majors include:

- **Finance Leadership:** For FBLA and PBL members who want to be multi-millionaires and learn all about the world of Wall Street, investing, stocks, credit, savings, money, and more!
- **Entrepreneurship:** For FBLA and PBL leaders ready to start their own enterprise and put business and leadership to work!
- **Communication Leadership:** For FBLA and PBL members who desire to become masterful communicators from body language to business presentations and onstage to online!
- **OfficerShip:** For FBLA and PBL leaders who are local and state officers and national officer candidates who want to bring the best leadership to our association. Principles of OfficerShip is designed for FBLA members new to leadership who want to achieve great things for their state/chapter. Advanced OfficerShip is designed for FBLA and PBL members who are experienced leaders, have already completed state training, or are ready to advance to expert level leadership.
- **Technology Leadership:** For FBLA members (only) who want to lead online and learn about social media, dazzling design, tech trends, and next generation innovation.
- **Adviser Leadership:** Designed exclusively for advisers to learn all about FBLA-PBL, building incredible programs, integration techniques, and organizing an awesome year for students.

INSTITUTE FOR LEADERS

Day 2: Engage Your Leadership Minor! Dress to Impress in Business Dress!

The second day of IFL kicks off with a general session featuring a presentation and forum with a leading music industry executive who has helped talented artists reach the pinnacle of their profession (we're talking Grammy Award winning!). Following this rock'n session, you'll meet with a totally new network of FBLA-PBL members in your Leadership Minor. Here's a preview of some of the excellent Leadership Minors to choose from:

- **Career Intelligence:** If you want to gain a career advantage choose this minor to get career coaching, participate in interview simulations, and learn how to wow at work. Bring your resume for evaluation. Don't have one? We'll help you build an awesome one!
- **Tech Tools & Social Media Madness:** Want to increase your E-ffectiveness? FBLA-PBL's got an app and a minor for that. For those who missed the Technology Major, join for this session to unleash your online awesomeness.
- **Workshop Development and Design:** If you have to deliver a workshop this year, attend this Minor to develop an awesome session, learn new activities, and master effective presentation techniques.
- **Sensational Sponsorship Strategies:** If you have to raise money this year, choose this Minor to find the fastest, most fun, and most profitable methods to earn crazy cash.
- **Power Networking & Excellent Etiquette:** It's not who you know, it's who knows you! Learn the essential elements of being an amazing ambassador who builds networks that bring people together.
- **College & Life Success:** FBLA members will get a glimpse into the future and learn how to transform FBLA leadership into college and career advancement and build a life that matters and makes a difference.

MAJOR NEW TRAINING! HOT TOPICS!

EXHILARATING SPEAKERS!

AWESOME INNOVATION YOU WON'T WANT TO MISS! SPECIALIZED SKILL TRAINING!

SELECT A LEADERSHIP MAJOR IN:

**FINANCE • ENTREPRENEURSHIP
ADVISER • TECHNOLOGY
COMMUNICATION • OFFICER**

LEARN MORE ABOUT IFL!

**VISIT WWW.FBLA-PBL.ORG THEN SELECT
"REGISTRATION/INFORMATION" TO GET
A DETAILED PREVIEW OF IFL.**

ATTIRE

Training on day one is FBLA-PBL spirit attire. FBLA-PBL spirit attire means that you can wear a polo or another nice shirt with an FBLA-PBL logo. Jeans, shorts, and T-shirts are not appropriate on either day. Training on day two is professional dress. Please follow the FBLA-PBL Dress Code.

RESTRICTED MAJOR ATTENDANCE

In order to ensure that all participants in IFL have the highest quality experience, and that all majors fit within the space available, registration in all leadership tracks will be limited to a maximum of 100 participants.

GRADUATION REQUIREMENTS

Join the numerous members of FBLA-PBL who are *Simply the Best* and who have graduated from the FBLA-PBL IFL! Graduation from the IFL requires attendance and active participation on both days of the program.

PAYMENT

Conference registration payments (i.e., IFL registration and NLC registration) can be combined. Housing reservations and tours must be paid separately and mailed to their individual addresses. Do not combine these payments.



FUTURE BUSINESS LEADERS OF AMERICA - PHI BETA LAMBDA
INSTITUTE FOR LEADERS
BUSINESS • ENTREPRENEURSHIP • CAREER • MANAGEMENT • COMMUNICATION • LEADERSHIP



**Future Business Leaders of America
Phi Beta Lambda, Inc.**
1912 Association Drive
Reston, VA 20191-1591
703.860.3334
www.fbla-pbl.org

Future Conferences

National Leadership Conferences

2011 Orlando, Florida

PBL: June 23–26 FBLA: June 28–July 1

2012 San Antonio, Texas

PBL: June 24–27 FBLA: June 29–July 2

2010 National Fall Leadership Conferences

November 5–6 Des Moines, Iowa

November 12–13 New Orleans, Louisiana

November 19–20 Washington, D.C.

Nonprofit
Organization
U.S. Postage
PAID
Permit No. 342
Reston, VA

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Facilities & Operations Department

To: Board of Trustees

Action Item X

Date: May 5, 2010

Information Item

From: Craig Deason, Assist. Supt.

Attached Pages

Assist. Supt. Initials: CD

SUBJECT: Joint Use Agreement Between Antelope Springs Church and Center Joint Unified School District

Antelope Springs Church and Center Joint Unified School District would like to enter into a joint use agreement to mutually benefit both parties. Antelope Springs Church will receive shared parking and easements for water and sewer lines. Center Joint Unified School District will receive shared parking and access to storage, restrooms, additional meeting areas, and gym at the church's new facility. Resolutions and public hearings will follow the approval of this agreement to comply with the procedures for conveyance of easements.

CONSENT AGENDA

JOINT USE AGREEMENT BETWEEN CENTER JOINT UNIFIED SCHOOL DISTRICT AND ANTELOPE SPRINGS CHURCH FOR USE OF SHARED FACILITIES

This Joint Use Agreement ("Agreement") is made and entered into as of the 5th day of May, 2010 (the "Effective Date"), by and between Center Joint Unified School District, a public school district ("DISTRICT"), and the Antelope Springs Baptist Church of Sacramento, California, Inc. ("CHURCH"), a California nonprofit organization. The DISTRICT and CHURCH shall collectively hereinafter be referred to as the "Parties."

RECITALS

A. **WHEREAS**, DISTRICT owns the Wilson C. Riles Middle School, located at 4747 PFE road, Roseville, California 95747 APN 023-221-011-000 (Placer County); APN 203-1100-065-0000; APN 203-1100-066-0000 (Sacramento County) ("School Site"); and

B. **WHEREAS**, CHURCH owns property known as the Antelope Springs Church adjacent to the School Site at 4555 PFE Road, Roseville, CA 95747, APN 023-221-012-000 (Placer County) ("CHURCH Property"); and

C. **WHEREAS**, CHURCH intends to construct a new multi-purpose building ("Multi-Purpose Building") on CHURCH Property and will allow joint use of a portion of the Multi-Purpose Building by DISTRICT including, but not limited to, portions of CHURCH classroom space, storage areas, and restrooms; and

D. **WHEREAS**, CHURCH desires to obtain a "will serve letter" and obtain water from California American Water because Placer County Planning Department requires all new construction to be connected to surface water, and

E. **WHEREAS**, CHURCH has requested that the DISTRICT dedicate an easement on, over, and through the School Site in order to allow CHURCH to connect water lines and obtain water from California American Water to serve the Multi-Purpose Building ("Waterline Easement"); and

F. **WHEREAS**, the Waterline Easement location will be determined at a later date; and

G. **WHEREAS**, the prior owner of the School Site conveyed a temporary sewer easement to the CHURCH which has now expired by its own terms ("Expired Sewer Easement"); and

H. **WHEREAS**, the Expired Sewer Easement traversed that portion of the School Site which the Sacramento Municipal Utility District has an option to purchase; and

I. **WHEREAS**, the CHURCH has continued to utilize the existing sewer line located on the Expired Sewer Easement as a sewer connection for the existing church on CHURCH Property ; and

J. **WHEREAS**, the CHURCH has requested that the DISTRICT dedicate a new sewer easement ("New Sewer Easement") to replace the Expired Sewer Easement in order to allow the Church to continue to use the existing sewer and to allow a new sewer line for the Multi-Purpose Building; and

K. **WHEREAS**, pursuant to Education Code section 17556 et seq., in order to convey the Waterline Easement and the New Sewer Easement, DISTRICT's Board of Trustees must adopt a Resolution(s) of Intention to convey such easements at a regular open meeting by a two-thirds (2/3) vote of all its members and thereafter hold a properly noticed public hearing on and approve, by a two-thirds (2/3) vote of all its members, the execution of a deed of dedication or conveyance of the easements and delivery to CHURCH; and

L. **WHEREAS**, the CHURCH will allow the DISTRICT to continue to use CHURCH parking facilities on CHURCH Property ("CHURCH Parking Facilities") and the DISTRICT will allow CHURCH to use DISTRICT parking facilities ("DISTRICT Parking Facilities"), both on a non-exclusive basis; and

M. **WHEREAS**, the CHURCH represents that the County of Placer has confirmed that the DISTRICT's use of the Multi-Purpose Building as set forth in this Agreement will not violate its zoning ordinances; and

N. **WHEREAS**, it is to the mutual benefit of the Parties to enter into this Agreement; and

O. **WHEREAS**, the Parties desire by this Agreement to clearly define the rights and obligations of the Parties as they pertain to the conveyance of the Waterline Easement, the New Sewer Easement, joint use of the Multi-Purpose Building, and shared parking facilities; and

P. **WHEREAS**, the CHURCH shall comply with all environmental laws, including, but not limited to the California Environmental Quality Act ("CEQA"), for its project(s) which shall be defined to include the construction of the Multi-Purpose Building, and the installation and use of the water lines and any new sewer line(s) described herein.

NOW, THEREFORE, in consideration of the mutual covenants and conditions herein contained, the Parties covenant and agree as follows:

AGREEMENT

1. **Term.** This Agreement shall be for a ten-year term beginning April 21, 2010, and ending April 20, 2020, unless earlier terminated in accordance with Section 18. This Agreement may be extended for one additional ten-year term upon the mutual written agreement of the Parties.

2. **Shared Use of Multi-Purpose Building.**

2.1. **Ownership and Operations of Multi-Purpose Building.** In the event that the CHURCH obtains a building permit and all other necessary approvals,

CHURCH will construct, operate, and own a Multi-Purpose Building on CHURCH Property, all at its sole cost and expense.

2.2. DISTRICT's Use of the Multi-Purpose Building.

2.2.1. After completion of the Multi-Purpose Building, the DISTRICT shall have the right to use two (2) classrooms for meetings between the hours of 8:00 a.m. and 6:00 p.m., except when the classrooms are otherwise needed by CHURCH for its own purposes. DISTRICT shall provide reasonable notice to CHURCH in advance of DISTRICT's request for use of the classrooms. DISTRICT may not use the classrooms in the Multi-Purpose Building for teaching students or require students to enter the Multi-Purpose Building.

2.2.2. DISTRICT staff and invitees may use the restrooms in the Multi-Purpose Building as needed in conjunction with DISTRICT meetings.

2.2.3. DISTRICT may use approximately five hundred (500) square feet of enclosed storage space within the Multi-Purpose Building in the area designated by CHURCH ("Storage Area").

2.2.4. DISTRICT is not considered an owner of the property nor is it obligated to purchase or obtain first party property coverage with respect to the Multi-Purpose Building, all such obligations remaining solely with CHURCH.

2.3. Property Damage. CHURCH shall be responsible for damages caused by its employees, agents, volunteers, invitees, Acts of God, and all other persons or entities except for damages directly caused by the DISTRICT, its employees, agents, and invitees. If damage is directly caused in whole or in part by the DISTRICT, its employees, agents, or invitees, the DISTRICT shall be responsible for portion of the damage they have caused.

2.4. Maintenance and Security of Multi-Purpose Building. CHURCH shall be solely responsible for maintaining, repairing, and securing the Multi-Purpose Building, including maintaining, repairing and securing the Multi-Purpose Building in a manner ensuring the right to safe use of the site by the District. CHURCH shall, upon request by the DISTRICT, provide the DISTRICT with keys to the Storage Area and a code for the security system, if needed for entry.

2.5. Utilities.

2.5.1. CHURCH shall be responsible for the payment of all utility costs related to the Multi-Purpose Building, including but not limited to, telephone, electricity, water, trash, and gas.

2.5.2. DISTRICT shall not be responsible for any costs of utilities.

2.5.3. CHURCH shall install a water meter and pay all water usage and other utility costs imposed by California American Water or its successors in interest with regard to service to the Multi-Purpose Building. CHURCH shall ensure that all bills are sent directly to CHURCH.

2.6. Personal Property.

Personal property, trade fixtures, furnishings or equipment provided or paid for by a Party shall remain the property of such Party.

3. Grant of Waterline Easement.

3.1. In furtherance of the joint interests and rights of use contained in this Agreement, and in support of the associated public benefit, DISTRICT intends to approve the dedication or conveyance to CHURCH of a non-exclusive Waterline Easement on, under, and through the DISTRICT property for the sole purpose of allowing the installation, maintenance, cleaning, repair, and use of two four-inch (4") water lines, or one eight-inch (8") water line, and one six-inch (6") water line to supply the CHURCH Multi-Purpose Building with water from California American Water or its successors in interest. The water lines shall be buried.

3.2. The exact location of the Waterline Easement shall be determined prior to approval of the conveyance of the Waterline Easement. The CHURCH shall obtain, at its sole expense, a legal description of the proposed Waterline Easement area which shall be located on the School Site and extend from Pearlwood Way to the northern border of the School Site adjacent to the rear of the CHURCH property in an area acceptable to the DISTRICT's Superintendent. The Waterline Easement shall not be located in the area which will interfere with the DISTRICT's ability to convey a portion of the School Site, located at the southeast corner of the School Site, to the Sacramento Municipal Utility District ("SMUD"), pursuant to a prior written agreement between the DISTRICT and SMUD.

3.3. After the Waterline Easement Area has been determined and CHURCH has provided the legal description to the DISTRICT, the DISTRICT shall consider approval of the conveyance of the Waterline Easement following a public hearing. This Agreement shall not be construed as a conveyance of the Waterline Easement.

- 3.4. All installation, maintenance, cleaning, and repair of the water lines on the Waterline Easement shall be at the sole cost and expense of CHURCH and its successors in interest with no cost to the DISTRICT, and CHURCH shall also be solely and separately liable for any costs, expenses, claims or damages that in any manner arise from such activities, whether such cost, expense, claim or damage is incurred by the DISTRICT, its employees, agents, students or invitees or third parties who may be unassociated with the DISTRICT.
- 3.5. CHURCH shall obtain any and all necessary permits for installation of the water lines at its sole expense.
- 3.6. The Waterline Easement shall terminate upon termination of the DISTRICT's right to use the Multi-Purpose Building pursuant to this Agreement or other similar agreement between the Parties.
- 3.7. Prior to beginning work on waterlines ("Waterline Work") on the School Site pursuant to section 3 of this Agreement, CHURCH shall obtain written approval from the DISTRICT's Superintendent or designee to begin the Work. Plans and specifications for the Work, including a construction schedule, shall be submitted to the DISTRICT by CHURCH at least ten (10) days prior to commencement of construction. DISTRICT shall respond within five (5) calendar days of receipt of each written request, and a failure to respond within such period shall be deemed an approval.
- 3.8. All construction, repair, and maintenance of the Waterline Work on DISTRICT property shall be done by CHURCH in a good and workmanlike manner, and pursuant to plans and specifications approved by the DISTRICT, to the extent such construction activities relate to the DISTRICT's property or the easement, California American Water, and any governmental agency having jurisdiction.
- 3.9. CHURCH shall not cause liens of any kind to be filed or placed against the DISTRICT's property including without limitation, mechanic's liens, liens for materials, wages, labor, or services, and if any liens are filed, and such liens are the result of any act, directive, or action of CHURCH, its agents or employees, CHURCH shall, upon receipt of written notice from the DISTRICT, at CHURCH's sole cost and expense, take whatever action(s) may be necessary to cause such liens to be satisfied and discharged or to cause any such liens to be removed of record.
- 3.10. CHURCH shall perform all Waterline Work on/under DISTRICT property by contracting with an experienced, licensed, insured (with DISTRICT and CHURCH both to be added as "additional insureds" under the contractor's(s') policies of insurance), and bonded contractor. Unless such work or repairs is conducted during non-school hours, all individuals

performing services on DISTRICT property shall, to the extent required by law, comply with fingerprint clearance requirements of the State of California.

- 3.11. DISTRICT shall reserve the right to use the Waterline Easement at any time for any purpose, including all public school purposes, as long as such use does not substantially interfere with the contemplated Waterline Work. DISTRICT further reserves the right to perform all things necessary for the safekeeping and maintenance of its School Site, in its sole discretion.
- 3.12. CHURCH shall be responsible for complying with any and all bidding, prevailing wage and apprenticeship requirements which are applicable to the Waterline Work provided for under this Agreement. CHURCH agrees to indemnify, defend, and hold the DISTRICT harmless for any dispute in connection therewith and in accordance with Paragraph 7 ("Indemnification").
- 3.13. Prior to commencement of any construction services or Waterline Work on the School Site, CHURCH shall furnish a performance bond in an amount equal to one hundred percent (100%) of the total value of the work and a payment bond acceptable to the DISTRICT in an amount equal to one hundred percent (100%) of the total value of the Work. All bonds will be provided by a California admitted surety as defined in Code of Civil Procedure section 995.120.
- 3.14. CHURCH warrants to the DISTRICT that material and equipment furnished for Waterline Work on the pipelines in the Waterline Easement will be new and of the highest quality, that the Waterline Work will be free from defects not inherent in the quality required or permitted, and that the Waterline Work will conform to the requirements of the plans and specifications.
- 3.15. CHURCH shall repair any and all damage it may cause to the School Site and shall restore the School Site to its condition immediately prior to CHURCH's Waterline Work on the School Site.
- 3.16. CHURCH's use of the Waterline Easement shall not unreasonably interfere with the operations of the DISTRICT at the School Site.
- 3.17. In the event that the Waterline Easement interferes with the DISTRICT's ability to use the Waterline Easement for educational purposes which are not compatible with CHURCH's use of the Waterline Easement in its present location, the DISTRICT may require relocation of the Waterline Easement and the relocation of the water pipes to a new Waterline Easement location. CHURCH agrees to pay all costs of relocating the Waterline Easement and the waterlines to the relocated Waterline Easement.

- 3.18. Upon termination of the Agreement, CHURCH shall promptly cap the water lines and remove any and all backflow devices installed in connection with the water lines at its sole expense.
- 3.19. The conveyance of the Waterline Easement shall be contingent upon the Parties' agreement as to the location of the Waterline Easement, the DISTRICT's passing a resolution of intent to convey the Waterline Easement, the holding of a public hearing regarding the conveyance of the Waterline Easement, and the DISTRICT's formal approval of the conveyance.

4. Grant of New Sewer Easement

- 4.1. In furtherance of the joint interests and rights of use contained in this Agreement, and in support of the associated public benefit, DISTRICT intends to consider the dedication or conveyance to CHURCH of a temporary non-exclusive new sewer easement ("New Sewer Easement") on, under, and through the DISTRICT property for the sole purpose of allowing the existing sewer lines and additional construction, installation, maintenance, cleaning, repair, and use of additional sewer line(s) to serve the existing building on the CHURCH property and proposed CHURCH Multi-Purpose Building.
- 4.2. The location of the New Sewer Easement is intended to be in the same location as the Expired Sewer Easement.
- 4.3. The DISTRICT shall consider approval of the conveyance of the New Sewer Easement following a public hearing. This Agreement shall not be construed as a conveyance of the New Sewer Easement.
- 4.4. All installation, maintenance, cleaning, and repair of the sewer lines on the New Sewer Easement shall be at the sole cost and expense of CHURCH and its successors in interest with no cost to the DISTRICT, and CHURCH shall also be solely and separately liable for any costs, expenses, claims or damages that in any manner arise from such activities, whether such cost, expense, claim or damage is incurred by the DISTRICT, its employees, agents, students or invitees or third parties who may be unassociated with the DISTRICT.
- 4.5. CHURCH shall perform all Sewer Maintenance Work on/under DISTRICT property by contracting with an experienced, licensed, insured (with DISTRICT and CHURCH both to be added as "additional insureds" under the contractor's(s') policies of insurance), and bonded contractor; and CHURCH shall ensure that all individuals performing services on DISTRICT property shall, to the extent required by law, comply with fingerprint clearance requirements of the State of California..

- 4.6. CHURCH shall obtain any and all necessary permits for installation of new sewer lines at its sole expense.
- 4.7. The New Sewer Easement shall terminate upon termination of the DISTRICT's right to use the Multi-Purpose Building pursuant to this Agreement or other similar agreement between the Parties or upon the sale or conveyance of that portion of the School Site on which the New Sewer Easement is located, whichever comes first.
- 4.8. Prior to beginning additional sewer installation work ("Sewer Work") on the School Site pursuant to this Agreement, CHURCH shall obtain written approval from the DISTRICT's Superintendent or designee to begin the Sewer Work. Plans and specifications for the Sewer Work, including a construction schedule, shall be submitted to the DISTRICT by CHURCH at least ten (10) days prior to commencement of construction. DISTRICT shall respond within five (5) calendar days of receipt of each written request, and a failure to respond within such period shall be deemed an approval.
- 4.9. All construction, repair, and maintenance of Sewer Work on DISTRICT property shall be done by CHURCH in a good and workmanlike manner, and pursuant to plans and specifications approved by the DISTRICT, to the extent such construction activities relate to the DISTRICT's property or the easement, and any governmental agency having jurisdiction.
- 4.10. CHURCH shall not cause liens of any kind to be filed or placed against the DISTRICT's property including without limitation, mechanic's liens, liens for materials, wages, labor, or services, and if any liens are filed, and such liens are the result of any act, directive, or action of CHURCH, its agents or employees, CHURCH shall, upon receipt of written notice from the DISTRICT, at CHURCH's sole cost and expense, take whatever action(s) may be necessary to cause such liens to be satisfied and discharged or to cause any such liens to be removed of record.
- 4.11. CHURCH shall perform all Sewer Work on/under DISTRICT property by contracting with an experienced, licensed, and bonded contractor.
- 4.12. DISTRICT shall reserve the right to use the New Sewer Easement at any time for any purpose, including all public school purposes, as long as such use does not substantially interfere with the contemplated Sewer Work. DISTRICT further reserves the right to perform all things necessary for the safekeeping and maintenance of its School Site, in its sole discretion.
- 4.13. CHURCH shall be responsible for complying with any and all bidding, prevailing wage and apprenticeship requirements which are applicable to the Sewer Work provided for under this Agreement. CHURCH agrees to indemnify, defend, and hold the DISTRICT harmless for any dispute in

connection therewith and in accordance with Paragraph 7 ("Indemnification").

- 4.14. Prior to commencement of any construction services for a new sewer line or Sewer Work on the School Site, CHURCH shall furnish a performance bond in an amount equal to one hundred percent (100%) of the total value of the work and a payment bond acceptable to the DISTRICT in an amount equal to one hundred percent (100%) of the total value of the Work. All bonds will be provided by a California admitted surety as defined in Code of Civil Procedure section 995.120.
- 4.15. CHURCH warrants to the DISTRICT that material and equipment furnished for Sewer Work in the New Sewer Easement will be new and of the highest quality, that the Sewer Work will be free from defects not inherent in the quality required or permitted, and that the Sewer Work will conform to the requirements of the plans and specifications.
- 4.16. CHURCH shall repair any and all damage it may cause to the School Site and shall restore the School Site to its condition immediately prior to CHURCH's Sewer Work on the School Site.
- 4.17. CHURCH's use of the New Sewer Easement shall not unreasonably interfere with the operations of the DISTRICT at the School Site.
- 4.18. In the event that the New Sewer Easement interferes with the DISTRICT's ability to use the New Sewer Easement for educational purposes which are not compatible with CHURCH's use of the New Sewer Easement in its present location, the DISTRICT may require relocation of the New Sewer Easement and the relocation of the sewer line(s) to a new location. CHURCH agrees to pay all costs of relocating the New Sewer Easement and the sewer line(s) to the relocated New Sewer Easement.
- 4.19. Upon termination of the New Sewer Easement, CHURCH shall promptly cap the sewer line(s) and remove any and all pipes or other infrastructure installed in connection with the sewer lines at its sole expense.
- 4.20. The conveyance of the New Sewer Easement shall be contingent upon the DISTRICT's passing a resolution of intent to convey the New Sewer Easement, the holding of a public hearing regarding the conveyance of the New Sewer Easement and the District's formal approval of the conveyance.
- 4.21. The DISTRICT, in its sole discretion, may combine the New Sewer Easement and the Waterline Easement into a single easement prior to formal consideration and approval.

5. Parking

5.1. Right to Use Parking Facilities.

5.1.1. DISTRICT gives CHURCH a non-exclusive license to use the DISTRICT Parking Facility for overflow parking, except when otherwise needed for DISTRICT purposes, or when students are present during regular school hours of 7:30a.m. to 4:00p.m., Monday through Friday. DISTRICT reserves the right to change the use of the DISTRICT Parking Facility when required for other educational purposes in the DISTRICT's sole discretion.

5.1.2. CHURCH gives DISTRICT a non-exclusive license to use the CHURCH Parking Facility for overflow parking, except when needed for other CHURCH purposes.

5.1.3. Both Parties shall comply with reasonable rules and regulations of the other Party in connection with use of the Parking Facility.

5.2. Maintenance and Repair of Parking Facilities. Each Party shall maintain and repair its Parking Facilities at its own cost and in its own discretion. This Agreement shall not be interpreted to require any level of maintenance and/or repair exceeding the level of maintenance and repair determined to be appropriate by the Party owning the Parking Facility.

6. Indemnification and Coverage Obligations

6.1. To the fullest extent allowed by law, and in keeping with the above-stated rights and obligations of the parties, each Party shall defend, indemnify and hold harmless the other Party and its directors, officers, agents, and employees in response to any claim or demand arising from the actual or alleged breach of any duty or obligation arising under this Agreement or arising in response to a claim that the Party or its employees, agents or guests negligently or intentionally caused or allowed harm or injury to person or property. These indemnity obligations shall survive the termination or expiration of this Agreement.

6.2. To the extent of their respective indemnity obligations, and to the fullest extent allowed by California law and public policy, each Party agrees to self-insure, or purchase and maintain throughout the duration of this Agreement insurance or liability coverage (such as liability coverage provided by a Joint Powers Agency), which shall at least address or include educators' legal liability, commercial general liability, premises liability, automobile liability (owned, non-owned, and hired), professional liability/errors and omissions, and employer's liability/employment practices coverages, with the insurance or liability coverages having a limit of liability of no less than \$3 million per occurrence and in the aggregate. To the extent of this obligation, each Party shall cause the

other Party and its officers, directors, employees and agents to be named as “additional insureds” or “additional covered members” under each of the described coverages, said coverage to be evidenced by a duly issued “additional insured” or “additional covered member” endorsement.

- 6.3. Each Party also represents that for the period of this agreement, with respect to their own employees and volunteers, they will purchase and maintain workers' compensation coverage. With respect to such coverage(s), each Party shall provide evidence of such coverage by way of a Certificate of Insurance or Certificate of Coverage.
- 6.4. In the event of a claim covered by these provisions, the Parties agree to take all steps reasonable or necessary to cooperate in defending and protecting their joint interests, including efforts to reduce defense costs (through joint representation whenever possible), expenses and potential liability exposures. In claims that can potentially be transferred to a third party under indemnity or risk transfer clauses in agreements, both Parties will timely and cooperatively work with one another to tender the claim to such third party and fully protect and pursue their potential rights. They also shall take no action to harm or negate each other's actual or potential right to contribution, indemnity, or subrogation against a third party, or actual or potential right to coverage under any policy of insurance in which the parties are named or potentially named as “additional insureds.”
- 6.5. To the extent a requesting Party may be undertaking a planned use in connection with another public or private entity, the requesting Party will undertake reasonable efforts to transfer or share the risks encompassed by this Agreement with such other public or private entities. The requesting Party is expected in its discussions or negotiations with such parties (contractors, vendors, goods or service providers, etc.) to seek contractual agreements to provide indemnity and insurance coverage protection to both Parties, on a “primary” basis, whenever possible, thus reducing their joint potential exposures.

7. Compliance with Environmental Laws. Prior to construction of the Multi-Purpose Building and approval of the Waterline Easement and New Sewer Easement by DISTRICT, CHURCH shall meet all requirements under applicable environmental laws including, but not limited to CEQA, in connection with the project. The project shall be defined to include both the building of the Multi-Purpose Building and the installation of water pipes and sewer pipes.

8. Surrender of Easements and Multi-Purpose Building.

- 8.1. Upon termination of the Agreement, CHURCH shall peaceably and quietly leave and surrender the Waterline Easement area and remove any and all back flow devices on the Waterline Easement at its sole cost and expense.

8.2. Upon termination of the New Sewer Easement, CHURCH shall peaceably and quietly leave and surrender the New Sewer Easement and remove all sewer pipes.

8.3. Upon termination of the Agreement, the DISTRICT shall peaceably and quietly leave and surrender the Multi-Purpose Building.

9. Non-discrimination. The Parties agree that in connection with this Agreement, all persons will be treated equally and without regard to or because of race, color, religion, ancestry, national origin, sex, age, sexual orientation, marital status, or disability, and in compliance with all anti-discrimination laws of the United States of America and the State of California.

10. Modification. The Parties may modify the terms and conditions of this Agreement only in a written amendment to this Agreement that is signed by both Parties.

11. Fingerprinting. Prior to commencement of work on the Waterline Easement and New Sewer Easement, the DISTRICT and CHURCH shall confer regarding the totality of the circumstances under which CHURCH's work shall be done. The DISTRICT's Superintendent shall consider the totality of the circumstances and in his sole discretion may make a finding that there will be limited contact between the employees of the CHURCH or its agents and students. In this event, CHURCH agrees to comply with all appropriate steps which the DISTRICT may take to protect the safety of any student. If the Superintendent does not find there will be limited contact, but instead determines that there will be more than limited contact with pupils, CHURCH shall fully comply with the certification requirements of Education Code section 45125.1, and CHURCH shall comply with Education Code section 45125.2 by installing a physical barrier at the worksite on DISTRICT property to limit contact with students and ensure their safety.

12. Heirs, Successors and Assigns. This Agreement shall be binding upon the heirs, successors, and assigns of the Parties hereto. Neither Party shall assign this Agreement without the written approval of the other party.

13. Employees.

13.1. DISTRICT Employees. For purposes of this Agreement, all persons employed in the performance of services and functions for DISTRICT shall be deemed DISTRICT employees and no DISTRICT employee shall be considered an employee of CHURCH

13.2. CHURCH Employees. For purposes of this Agreement, all persons employed in the performance of services and functions for the CHURCH shall be deemed CHURCH employees and no CHURCH employee shall be considered an employee of the DISTRICT.

14. Notices. All notices or other communications, other than annual meetings, shall be in writing and shall be duly served, either personally delivered, or by depositing communication in the United States mail in certified or registered form, postage prepaid, addressed as follows:

DISTRICT: Center Unified School
8408 Watt Avenue
Antelope, CA 95843-9116
Attention: Superintendent

With a copy to:

Atkinson, Andelson, Loya, Ruud and Romo
The Atrium, Suite 200
Attn: Patrick A. Gunn
5776 Stoneridge Mall Road
Pleasanton, CA 94588

CHURCH: Antelope Springs Baptist Church
4555 PFE Road
Roseville, CA 95747
Attention: Pastor

15. Taxes. The CHURCH shall pay any and all taxes imposed on either Party related to the use of the Multi-Purpose Building, the Waterline Easement, New Sewer Easement and/or the Parking Facilities, if any.

16. Counterparts. This Agreement may be executed in duplicate counterparts.

17. Severability. If any provision of this Agreement is declared or determined by any court of competent jurisdiction to be illegal, invalid, or unenforceable, the legality, validity, or enforceability of the remaining portions shall not, in any way, be affected or impaired thereby.

18. Prevailing Party Fees. The prevailing Party in any action or proceeding to enforce, to interpret, or otherwise arising out of or relating to this Agreement or any provision thereof (including, but not limited to, any trial, arbitration, administrative hearing, or appeal) shall be entitled to recover from the other Party all of the costs and expenses, including but not limited to, reasonable attorneys fees and expert fees.

19. Termination. This Agreement may be terminated by either Party in the event of a material breach by the other Party, which cannot be cured in a reasonable time. The Party alleging the breach shall give written notice thereof to the other Party and the Agreement shall terminate thirty (30) days after issuance of the written notice, unless the breach is cured within five (5) days, or a reasonable time in instances where the condition resulting from the breach is not capable of complete cure within five (5) days, but the Party has commenced and continues action to cure with reasonable diligence.

20. Third-Party Beneficiaries. This Agreement is made and entered into for the sole protection and benefit of the Parties, and no other person or entity shall have a right of action hereunder or the right to claim any right or benefit from the terms contained herein, or be deemed a third-party beneficiary hereunder.

21. No Partnership. Nothing contained in this Agreement or any of the documents to be executed pursuant hereto shall be interpreted so as to create a partnership or any other arrangement whereby one of the Parties is authorized to act as an agent for the other.

22. Waiver. No failure on the part of the DISTRICT or CHURCH to exercise, and no delay in exercising, any right, power, or remedy hereunder shall operate as a waiver thereof; nor shall any single or partial exercise of any such right, power, or remedy by a Party preclude any other or further exercise thereof or the exercise of any other right, power, or remedy available at law or in equity.

23. Binding Effect. This Agreement shall be binding upon and shall inure to the benefit of the Parties and their respective successors and assigns.

24. Captions. The captions of this Agreement are inserted for convenience of reference only and in no way define, describe, or limit the scope or intent of this Agreement or any provisions hereof.

25. Further Assurances. The Parties agree, when requested, to execute any and all documents reasonably requested by the other Party to carry out the intent of this Agreement.

26. Dispute Resolution. In the event any dispute arises under the terms of this Agreement, the Parties shall meet and confer with the objective of resolving such disputes within seventy-two (72) hours of the request of either Party. If, within seven (7) calendar days, or such longer period as may be agreed upon by the Parties, the dispute cannot be resolved by the representatives to the Parties' mutual satisfaction, the Parties shall mutually select a mediator, who is a respected professional with expertise in the area of the dispute, to facilitate the resolution of the dispute. If the Parties are unable to agree on a mediator, the mediation shall be conducted in accordance with the then current commercial Mediation Rules of the American Arbitration Association. Absent written agreement of the Parties to the contrary, the mediation process shall be completed or terminated within forty-five (45) days of the initial request for mediation. If mediation is unsuccessful, the Parties may enforce their rights in accordance with California law.

27. Authority. The persons executing this Agreement on behalf of the Parties hereto warrant that (i) such Party is duly organized and existing; (ii) they are duly authorized to execute and deliver this Agreement on behalf of said Party; (iii) by so executing this Agreement, such Party is formally bound to the provisions of this Agreement; and (iv) entering into this Agreement does not violate any provision of any other agreement to which said Party is bound.

28. Effect of Recitals. The Recitals herein are deemed true and correct, are hereby incorporated into this Section as though fully set forth herein, and the Parties acknowledge and agree that they are each bound by the same.

29. Rights and Remedies Are Cumulative. Except as may be otherwise expressly stated in this Agreement, the rights and remedies of the Parties are cumulative, and the exercise by any Party of one or more of its rights or remedies shall not preclude the exercise by it, at the same time or at different times, of any other rights or remedies for the same default or any other default by another Party or Parties.

30. Provisions Required by Law Deemed Inserted. Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and the Agreement shall be read and enforced as though it were included herein, and if through mistake or otherwise, any such provision is not inserted, or is not correctly inserted, then upon application of any Party the Agreement shall forthwith be physically amended to make such insertion or correction.

31. Ambiguities Not to Be Construed against Drafting Party. The doctrine that any ambiguity contained in a contract shall be construed against the Party whose counsel has drafted the contract is expressly waived by each of the Parties hereto with respect to this Agreement.

32. Nonliability of Officials. No officer, member, employee, agent, or representative of the Parties shall be personally liable for any amounts due hereunder, and no judgment or execution thereon entered in any action hereon, shall be personally enforced against any such officer, official, member, employee, agent, or representative.

33. Entire Agreement. The terms and provisions of this Agreement constitute the entire Agreement of the Parties and shall supersede all previous communications, representations, or agreements, either verbal or written, between the Parties hereto with respect to the subject matter hereof.

34. Right to Counsel. Each Party acknowledges, stipulates, and warrants that they are aware of their separate and independent right to obtain independent legal counsel before executing this Agreement. Each Party agrees, stipulates, and warrants that they execute this Agreement with full knowledge and understanding of its terms, significance, implications, and consequences, all with the express intention of affecting each and all of its legal consequences.

35. Time of Essence. Time is of the essence in each and all of the terms and provisions of this Agreement.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date first referenced above.

CENTER JOINT UNIFIED SCHOOL
DISTRICT

ANTELOPE SPRINGS BAPTIST CHURCH
OF SACRAMENTO, CALIFORNIA, INC.

By: _____
Scott Loehr, Superintendent

By: _____
Frank DeLange, Senior Pastor

Date: _____

Date: _____

Approved as to Form:

Atkinson Andelson Loya Ruud & Romo

By: _____

Patrick A. Gunn

Approved as to Form:

By: _____

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Superintendent's Office	Action Item _____ X
To:	Board of Trustees	Information Item _____
Date:	May 5, 2010	# Attached Pages _____
From:	Scott A. Loehr, Superintendent	
Principal/Administrator Initials:	_____	

SUBJECT: Resolution #29/2009-10: Declaring An Election Be Held In Its Jurisdiction and Requesting Election Services by the Placer County Clerk

This resolution encompasses the following items that need to be acted upon by the Board in preparation for the November 2, 2010 election. They are:

1. Specification of date and purpose of the election
2. Candidate's Statement - number of words and cost
3. Whether or not a measure will be on the ballot
4. Method of breaking tie vote (by lot specified)
5. Consolidation with the statewide general election

RECOMMENDATION: CJUSD Board of Trustees approve Resolution #29/2009-10: Declaring An Election Be Held In Its Jurisdiction and Requesting Election Services by the Placer County Clerk.

**NOTICE OF GOVERNING BOARD MEMBER ELECTION AND/OR
NOTICE TO SUBMIT MEASURE(S) TO A VOTE OF THE VOTERS**

Resolution No. 29/2009-10

RESOLUTION OF THE GOVERNING BODY OF THE

Center Unified School District

**DECLARING AN ELECTION BE HELD IN ITS JURISDICTION;
REQUESTING THE BOARD OF SUPERVISORS TO CONSOLIDATE THIS ELECTION
WITH ANY OTHER ELECTION CONDUCTED ON SAID DATE;
AND
REQUESTING ELECTION SERVICES BY THE COUNTY CLERK.**

**WHEREAS, this District Governing Body orders an election to be held in its jurisdiction on
November 2, 2010; at which election the issue(s) to be presented to the voters shall be:**

NOMINATION OF CANDIDATES FOR THE GOVERNING BODY

1. Said election shall be to fill a vacancy for the following Board Members(s) who resigned and/or whose term(s) expired:

Incumbent's Name	Trustee Area (if applicable)	Regular/Short Term
Libby Ann Williams		Regular
Gary N Blenner		Regular
Donald E Wilson		Regular

2. Said Directors for this District are elected in the following manner:

X At Large.

There are no divisions in the District; all voters within the District vote for all candidates.

 By Division.

Districts are split into areas; only those voters residing in the area may vote for candidates who run in the area.

 Qualified by Division-Elected at Large.

Directors must qualify to run by living in a specific division, but all voters within the District may vote on all candidates.

3. Said District has determined the following election particulars:

- The length of the Candidate Statement shall not exceed 200 words.
(Specify either 200 or 400 words)
- The cost of the Candidate Statement shall be paid by the Candidate.
(Specify Candidate or District)

MEASURE(S) TO BE SUBMITTED TO THE VOTERS (IF APPLICABLE)

(If this election is strictly for deciding one or more measures and no candidates are to be elected, please complete #4 through #6 below)

4. Said District does not request that the following measure(s) be decided at this election.
(Specify does or does not)

- Said Governing Board orders the following measure(s) to be put to a vote of the residents of the District:

(See attached wording marked Exhibit(s) _____)

5. Said District has determined the following election particulars:

- In the case of a tie vote, the election shall be determined by LOT.
(Specify lot or runoff election)
- The County Clerk is requested to provide election services. If the District requests the Placer County Elections Division to provide election services, all applicable costs will be paid for by the District.
(Specify requested or not requested)

6. The District hereby certifies that (please check one):

_____ There have been changes to the District boundary lines since our last election as shown on the attached map and/or legal description.

 x There have been no District boundary changes since our last election, but the District understands that the Placer County Public Works Mapping Division will verify our District boundary lines prior to the election.

BE IT RESOLVED that the Board of Supervisors of the County of Placer is hereby requested to:

1. Consolidate the election with any other applicable election conducted on the same day;

2. Authorize and direct the County Clerk, at Governing Body expense, to provide all necessary election services.

This Resolution shall be considered a Notice of Election and Specification of Election Order if applicable.

PASSED AND ADOPTED by the Governing Body on Wednesday, May 5,
2010.

AYES:

NOES:

ABSENT:

ATTEST: _____

SECRETARY OF THE BOARD

CHAIR OF THE BOARD

(Seal)

Center Joint Unified School District

		AGENDA REQUEST FOR:
Dept./Site:	Superintendent's Office	Action Item <u> X </u>
To:	Board of Trustees	Information Item <u> </u>
Date:	May 5, 2010	# Attached Pages <u> </u>
From:	Scott A. Loehr, Superintendent	
Principal/Administrator Initials:	<u> </u>	

<p>SUBJECT: Resolution #28/2009-10: Resolution Calling for General District Election - Sacramento County</p> <p>This resolution encompasses the following items that need to be acted upon by the Board in preparation for the November 2, 2010 election. They are:</p> <ol style="list-style-type: none"> 1. Consolidation with the statewide general election 2. Specification of date and purpose of the election 3. Candidate's Statement - number of words and payment 4. Method of breaking tie vote (by lot specified) 5. Reimbursement of actual costs accrued <p>RECOMMENDATION: CJUSD Board of Trustees approve Resolution #28/2009-10: Specifications of the Election Order for Sacramento County.</p>
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CENTER JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION #28/2009-10

RESOLUTION CALLING FOR GENERAL DISTRICT ELECTION

WHEREAS, an election will be held within the Center Joint Unified School District that will affect the Sacramento County on November 2, 2010, for the purpose of electing three (3) Members of the Governing Board; and

WHEREAS, a statewide general election will be held within the County of Sacramento on the same day;

WHEREAS, Election Code §10403 requires jurisdictions to file with the Board of Supervisors, and a copy with the Registrar of Voters, a resolution requesting consolidation with a statewide election.

THEREFORE, BE IT RESOLVED, that the Center Joint Unified School District requests the Board of Supervisors of Sacramento County to consolidate the regularly scheduled General District Election with the statewide election to be held on November 2, 2010; and

BE IT FURTHER RESOLVED, that the Candidate is to prepay the District for the publication of the candidate's statement, pursuant to Elections Code §13307. The limitation of the number of words that a candidate may use in his or her candidate's statement is 200 words; and

BE IT FURTHER RESOLVED, that if a tie vote makes it impossible to determine which of two or more candidates has been elected to the governing board, the winner or winners shall be determined by lot by the registrar of voters.

BE IT FURTHER RESOLVED, that the District agrees to reimburse the Registrar of Voters for actual costs accrued, such costs to be calculated by the method set forth in the County's current Election Cost Allocation Procedures.

PASSED AND ADOPTED by the following vote on May 5, 2010.

Ayes:

Noes:

Absent:

Abstentions:

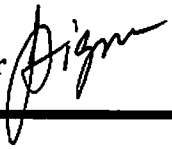
I HEREBY CERTIFY that the foregoing Resolution was duly introduced, passed, and adopted as stated.

ATTEST:

Libby A. Williams, President
Board of Trustees

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

Center Joint Unified School District

AGENDA REQUEST FOR:			
Dept./Site:	Personnel Department	Action Item	<u>X</u>
Date:	May 5, 2010	Information Item	
To:	Board of Trustees	# Attached Pages	<u>3</u>
From:	George Tigner Chief Administrative Officer 		

Subject: Declaration of Need for Fully Qualified Educators 2010/11 SY

The Department of Education and the Commission on Teacher Credentialing regulations for the issuance of emergency teaching credentials require individual districts to submit a "Declaration of Need for Fully Qualified Educators" each year for any *anticipated* certificated positions that may need to be filled with an individual holding an emergency credential.

In the event a District may wish to employ any teacher(s) needing emergency credentials, school districts are required to file a "Declaration of Need for Fully Qualified Educators" at the beginning of each school year. The "Declaration of Need for Fully Qualified Educators" is to be approved by the Board and will be valid for one school year. Each year, a new "Declaration of Need for Fully Qualified Educators" must be filed at the Commission on Teacher Credentialing.

Recommendation: Approve Declaration of Need for Fully Qualified Educators as Submitted.



State Of California
California Commission On Teacher Credentialing
Box 944270
1900 Capitol Avenue
Sacramento, CA 94244-2700

Telephone:
(916) 445-7254 or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Web site: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- ☒ Original declaration of need for year 2010/2011
☐ Revised declaration of need for year _____

For Service in a School District

Name of District Center Joint Unified School District District CDS Code 73973
Name of County Sacramento County CDS Code 34

By submitting this annual Declaration the district is certifying the following:

- a diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- if a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 05/05/2010 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the Board agenda item**

With my signature below I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2011.

Submitted by (Superintendent, Board Secretary, or Designee):

George Tigner

(916) 338-6415

Name

(916) 338-6404

Signature

Chief Administrative Officer

Title

05/05/2010

Date

8408 Watt Avenue

Fax Number

Antelope, CA 95843

Telephone Number

gtigner@centerusd.org

Mailing Address

E-Mail Address

For Service in a County Office of Education, State Agency or Non-Public School or Agency

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

(Complete only the appropriate line.)

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

(continued)

Submitted by Superintendent, Director, or Designee:

_____ Name	_____ Signature	_____ Title
_____ Fax Number	_____ Telephone Number	_____ Date
_____ Mailing Address		
_____ E-Mail Address		

- *This declaration must be on file with the California Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

Areas of Anticipated Need for Fully Qualified Educators

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD (applicant already holds teaching credential)	0
BCLAD (applicant already holds teaching credential)	0
List Target Language(s) for BCLAD Permit(s)	

Resource Specialist	0
Library Media Teacher Services	0
Clinical or Rehabilitative Services:	
Language, Speech and Hearing	0
Special Class Authorization	0

Limited Assignment Permits

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of limited assignment permits the employing agency estimates it will need in multiple subject and single subject areas.

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
TOTAL	

Efforts to Recruit Certificated Personnel

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for more details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable teacher is not available to the school district, the district made a reasonable effort to recruit an individual for the assignment, in the following order:

- an individual who is scheduled to complete initial preparation requirements within six months
- a candidate who qualifies and agrees to participate in an approved internship program in the region of the school district

Efforts to Certify, Assign, and Develop Fully Qualified Personnel

Has your agency established a District Intern program? ☐ Yes ☒ No

If no, explain. We use Fortune School of Education

Does your agency participate in a Commission-approved college or university internship program? ☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 1

If yes, list each college or university with which you participate in an internship program. California State University Sacramento, Chapman University, National University

If no, explain why you do not participate in an internship program.