

CENTER JOINT UNIFIED SCHOOL DISTRICT

www.centerusd.k12.ca.us

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

BOARD OF TRUSTEES REGULAR MEETING

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

Wednesday, November 17, 2010 - 6:00 p.m.

STATUS

- | | |
|---|-------------|
| I. CALL TO ORDER & ROLL CALL - 5:45 p.m. | |
| II. ANNOUNCEMENT OF ITEMS TO BE DISCUSSED IN CLOSED SESSION | |
| 1. Student Expulsions/Readmissions (G.C. §54962) | |
| III. PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION | |
| IV. CLOSED SESSION - 5:45 p.m. | |
| V. OPEN SESSION - CALL TO ORDER - 6:00 p.m. | |
| VI. FLAG SALUTE, THEN NATIONAL ANTHEM SUNG BY CHOIR | |
| VII. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION | Info/Action |
| VIII. ADOPTION OF AGENDA | Action |

STUDENT PRESENTATION: The high school choir made up of Antelope View Charter School & Center High School students, under the direction of Dr. Gigi Tree, will be performing.

- | | |
|--|------|
| IX. STUDENT BOARD REPRESENTATIVE REPORTS (3 minutes each) | Info |
| 1. Center High School - Anthony Mendoza | |
| 2. McClellan High School - Que Shawn Horton | |
| 3. Antelope View Charter School - Raymond Houston | |
| 4. Global Youth Charter School - Oscar Gonzalez | |

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.

	X. ORGANIZATION REPORTS (3 minutes each)	Info
	1. CUTA - Heather Woods, President	
	2. CSEA - Marie Huggins, President	
	XI. REPORTS/PRESENTATIONS (8 minutes each)	Info
Curriculum	1. Antelope View Charter School WASC Update - David DeArcos	
	XII. COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA	Public Comments Invited
	<i>Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board <u>may not</u> discuss or take action on any item which is not on this agenda except as authorized by Government Code Section 5495.2. A speaker shall be limited to 3 minutes (Board Policy 9323). All public comments on items listed on this agenda will be heard at the time the Board is discussing that item.</i>	
	XIII. BOARD / SUPERINTENDENT REPORTS (10 minutes)	Info
	XIV. CONSENT AGENDA (5 minutes)	Action
	<i>NOTE: The Board will be asked to approve all of the following items by a single vote, unless any member of the Board asks that an item be removed from the consent agenda and considered and discussed separately.</i>	
Governance	1. Approve Adoption of Minutes from October 20, 2010 Regular Meeting	
Personnel	2. Approve Certificated Personnel Transactions	
↓	3. Approve 2011 Health & Welfare Benefits: CSEA, CUTA, Certificated Managers & Confidential/Classified Managers	
Curriculum	4. Approve MOU with The Child Abuse Prevention Center for Renewed AmeriCorps Grant	
↓	5. Approve CHS Media Communications Students to San Francisco Bay Area	
↓	6. Approve CHS Media Communications Students to the Northern California Coast	
↓	7. Approve Single Plan for Student Achievement - North Country	
↓	8. Approve Single Plan for Student Achievement - Dudley	
↓	9. Approve Single Plan for Student Achievement - Spinelli	
Facilities & Op.	10. Approve Safe School and Emergency Preparedness Plan for 2010/11 - North Country	
Business	11. Approve Payroll Orders: July - October 2010	
↓	12. Approve Supplemental Agenda (Vendor Warrants)	
	XV. INFORMATION ITEMS	Info
Curriculum	1. Conference: "CMC Mathematics Conference at Asilomar Conference Grounds" - M. Allred, J. Andrews, S. Cox Cline, E. Haro, T. Hill, A. Kent, K. Leclaire, & S. White (WCR)	
↓	2. Workshop: "Accelerated Reader Today" - T. Seele, T. Hare, H. Siviglia, & L. Day (WCR)	
↓	3. Workshop: "How to Communicate with Tact and Professionalism" - T. Kidwell (Trans)	
	XVI. BUSINESS ITEMS	
Governance	A. <u>CSBA Delegate Assembly Nominations</u>	Action
	Nominations will be accepted until Thursday, January 7, 2011. Any CSBA member board is eligible to nominate board members within their geographical region or subregion. Each board may nominate as many individuals as it chooses. The subregion for CJUSD is 6-B.	

- ↓ **B. Schedule Annual Organizational Meeting of the Board** Action
- Education Code §35143 requires governing boards to set an annual organizational meeting “within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar.” (Board members are seated the *first Friday* of December following the November election [Education Code §5017]) That 15-day period for 2010 is December 3-17.
- ↓ **C. Second Reading: Board Policies/Regulations/Exhibits** Action
- Replace BP/AR 4127/4227/4327 Temporary Athletic Team Coaches
 Replace AR 4161.1/4361.1 Personal Illness/Injury Leave

PUBLIC HEARING: Notification of Compliance With Education Code §60119 for Funds Received Under Pupil Textbook and Instructional Materials Incentive Program.
--

- Curriculum **D. Resolution #3/2010-11: Statement of Assurances Instructional Materials Fund** Action
- This resolution is to certify that the district has sufficient materials in CORE subjects.
- XVII. ADVANCE PLANNING** Info
- a. *Future Meeting Dates:***
- i. Wednesday, December 15, 2010 @ 6:00 p.m. - North Country Elementary School MultiPurpose Room*
- b. *Suggested Agenda Items:***
- XVIII. CONTINUATION OF CLOSED SESSION (Item IV)** Action
- XIX. ADJOURNMENT** Action

AGENDA ITEM # _____

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Antelope View Charter School

Action Item

Date: November 1, 2010

Information Item X

To: Board of Trustees

From: David DeArcos

Principal's Initials:

DD.

SUBJECT:

We wish to be on the Board Agenda for Nov.17, 2010.

Our concurrent enrolled students in the CHS Choir will be performing two songs.

Our Art students will have a visual display set up.

AGENDA ITEM # XI-1

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Antelope View Charter School

Action Item

Date: November 1, 2010

Information Item X

To: Board of Trustees

From: David DeArcos

Principal's Initials:

DD.

SUBJECT:

We wish to be on the Board Agenda for Nov.17, 2010.

Our WASC update will include

- **Demographics**
- **Critical Academic Needs**
- **Action Plan**

XI-1

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Superintendent's Office

Action Item X

To: Board of Trustees

Information Item

Date: November 17, 2010

#Attached Pages

From: Scott A. Loehr, Superintendent

Principal's Initials:

SUBJECT: Adoption of Minutes

The minutes from the following meeting are being presented:

October 20, 2010 Regular Meeting

RECOMMENDATION: CJUSD Board of Trustees approve presented minutes.

CONSENT AGENDA

CENTER JOINT UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES REGULAR MEETING North Country Elementary School - MultiPurpose Room 3901 Little Rock Drive, Antelope, CA 95843

Wednesday, October 20, 2010

MINUTES

OPEN SESSION - CALL TO ORDER - Trustee Williams called the meeting to order at 5:00 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 Matters: Student Appeal of Denial of an Interdistrict Attendance Request: 10/11-02
2. Conference with Labor Negotiator, George Tigner, Re: CSEA and CUTA

PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION

CLOSED SESSION - 5:00 p.m.

OPEN SESSION - CALL TO ORDER - 6:00 p.m.

FLAG SALUTE - led by Rob McInnes

ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION – the Board met in Closed Session and no action was taken. The following items had action taken during Open Session:

1. Student Matters: Student Appeal of Denial of an Interdistrict Attendance Request:
Interdistrict Transfer Appeal 10/11-02 – Recommendation approved.

Motion:	Friedman	Ayes: Anderson, Blenner, Friedman, Williams,
Second:	Blenner	Wilson
		Noes: None

ADOPTION OF AGENDA - approved adoption of agenda as amended: move CHS Athletic Fees Report to follow the Student Presentation; pull Consent Agenda Item #9 for separate consideration.

Motion:	Blenner	Ayes: Anderson, Blenner, Friedman, Williams,
Second:	Friedman	Wilson
		Noes: None

STUDENT PRESENTATION: Leslie Macek's 4th and 5th grade class, from Spinelli Elementary School, performed a couple songs.

A break was taken from 6:09 p.m. to 6:12 p.m. for parents to gather their children.

It was noted that Boy Scout Troop 224 was in attendance in the meeting to fulfill their community service.

REPORTS/PRESENTATIONS

1. **CHS Athletic Fees** - Mike Jordan, Principal at Center High School, notified the Board that they have asked for sports donations this year. So far they have collected \$1,600 for the Fall season. They are anticipating more to come in. Parents have been encouraged to make payments, if necessary.

STUDENT BOARD REPRESENTATIVE REPORTS

Center High School - Anthony Mendoza

- DUI Court Case was successful and very impactful.
- Powder Puff game tonight in Gerety Stadium.
- Homecoming Rally was at 5:00 pm today.
- Animated Disney movies is the theme for homecoming floats.
- Homecoming game will be this Friday; everyone is invited to come.
- Royalty will be announced at Friday's game.
- The Fall Play "To Kill a Mockingbird" will be 11/17-19.
- Our Chapter of FBLA went to Santa Clara this weekend; 10 students represented CHS.
- The soccer team made the playoffs this year.
- Tutoring services just started.
- PSATs were held last week during school.

McClellan High School – Que Shawn Horton

- First grading period proved to be very successful, with 43 students being awarded honor roll certificates at the assembly on the 27th; next grading period ends at the end of this month.
- Currently there are 142 students at MHS.
- Looking forward to the pre-school students trick or treating in the classrooms this month.
- There will be a lunch celebration for the October birthdays.
- There is a new dress code; students can wear red and blue on the indicated Fridays.

Antelope View Charter School - Raymond Houston was not available to report.

Global Youth Charter School - Oscar Gonzalez

- The girls won their first volleyball game ever.
- The boys soccer team is still undefeated this season.
- The Parent Teacher Club raised over \$400 with the coupon book fundraiser.
- Now offering tutoring in the Library on Tuesdays and Thursdays.
- Junior class is hosting this year's Halloween Dance on October 29th.
- October 26th new students will go to ARC to take the English Assessment test.
- This Thursday there will be an Advisory Council Meeting.

ORGANIZATION REPORTS

1. **CUTA** - Patrick Muldoon, Union Representative, thanked the Maintenance Department for the improvement of some ramps throughout the district. He noted that there is an articulation agreement for students to take Algebra I, Keyboarding, some type of music class, and Computer Aided Drafting concurrently at CHS and get ARC credits. McClellan has 4 new graduates.

2. **CSEA** - Marie Huggins, President, noted that they are wrapping up negotiations next week. They will be changing out some officers at the upcoming chapter elections. Thanked the Board and the district for efforts to keep us fiscally sound and keeping employees as a part of that process.

REPORTS/PRESENTATIONS

2. **2010 California Healthy Kids Survey** - George Tigner, Chief Administrative Officer, introduced Tami J'Beily who gave information on the survey. Tami indicated that the survey was administered in Spring 2010 to 5th graders at all 4 elementary sites, 7th graders at Riles Middle School, 9th and 11th graders at CHS, and all students at MHS. She explained each slide of the comparisons with previous years. She also informed the Board on the programs that are used in the district to help promote the health and well being for our students.

Trustee Wilson asked what we are trying to drive at with these questions. Tami J'Beily noted that there are some standout issues at the 9th grade level. She also noted that we do not create the questions. Alyson Collier noted that this is the second year with 5th grade issues; we are trying to include instruction on nutrition and health.

Trustee Anderson noted that she finds it hard to believe that 30% of the 5th graders have tried alcohol. Tami noted that they had over 60% of the 5th graders participate. She also noted that it depends on how they interpret the question being asked on the questionnaire.

George Tigner thanked Tami J'Beily for everything that she does for the district.

3. **Drug Screening & Medication Legal Limits** - George Tigner, Chief Administrative Officer, informed the Board that the district tests all bus drivers initially (before hiring) and randomly there after for 5 types of drugs: cocaine, marijuana, PCP, opiates, and amphetamines. They can explain to the tester as to why they might test positive for any of those drugs. He also noted that there are 6 people in the district that have been trained to detect alcohol. When his office is called, they send one of those 6 people to visually see if the employee is intoxicated. If they believe they are, they are taken to be tested and then action taken, if necessary.

4. **Budget Update** - Jeanne Bess, Director of Fiscal Services, shared with the Board information that she received last week.

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA

Charles Luke, neighbor, noted that there are trees along Center Court Lane that border his back yard that are infected and drop sap on his property. He noted that several attempts have been made by the district to resolve this problem, but has not solved the problem. He recommends that the trees be cut down. Mr. Deason noted that when pruning season occurs, the district could use the bucket truck to get high enough to cut the trees. Also there is a systemic treatment that could be done in February to kill the Aphids. Mr. Luke showed pictures of the trees to the Board. Trustee Williams asked that he get with Mr. Deason for a resolution, and if that does not work then we can go back to the drawing board.

Scott Hadaway, Troop 224 and Antelope Lions combine together to feed upwards to 30 families at the holiday time. They ask that the schools respond with names of families to be nominated.

Trustee Anderson asked where she could take her flags to be disposed of. Mr. Hadaway informed her of several places that the worn flags can be taken.

COMMENTS FROM THE AUDIENCE REGARDING ITEMS NOT ON THE AGENDA (continued)

Rob McInnes, teacher at CHS, noted that MCA was distinguished by the CDE as one of only 5 academies to be awarded with the Lighthouse Academy award. This places them in the top 1% of all academies in California. The Board was shown the banner that will be displayed at the high school. He also noted that there are 29 students in MCA that attend on an interdistrict transfer. The last thing he shared with the Board was an update of what former MCA students are doing now.

Angela Espinoza, Secretary at Spinelli Elementary, noted that Spinelli Elementary had a McTeacher night at McDonalds. They received 15% of the profit, as well as tips. They took in a total of \$728.08. The money raised helps pay for memory books for 5th grade students. There will be another fundraiser coming up at Chuck E. Cheese's. She then talked as a concerned parent about the Cross Country Team; she noted that their uniforms are looking pretty shabby.

BOARD/SUPERINTENDENT REPORTS

Mr. Friedman

- attended the Togo's night fundraiser.
- visited a few campuses: Global Youth, Dudley, and Spinelli.
- complimented the staff for their good work at the high school with the articulation courses.
- complimented the students for fine presentations again tonight.
- reminded everyone that an election is coming up with very important topics to vote on.

Mr. Wilson

- toured the district office.

Mr. Blenner

- apologized for not attending the open session last month.
- thanked Mrs. Macek's class for the performance.
- toured Center High School and Oak Hill.
- was not able to tour McClellan High School, but will be rescheduling.
- will be touring North Country next week.
- thanked his 8 students for attending the meeting tonight.
- wished Trustee Williams and Trustee Wilson good luck on the election and wished them happy Veteran's Day.

Mrs. Anderson

- wished everyone who is running in the election good luck.
- toured Dudley with Mr. Loehr.
- noted that we are off to a good start in the district.

Mr. Loehr

- toured all of the schools and the district; noted that staff was engaged in what they were doing.
- 3 of our sites received donations from WalMart.
- noted that the Blog updates, done by Mr. Tigner's office and Mrs. Lawson, are continually updated.

Mrs. Williams

- visited a few sites; kids are engaged in learning.
- noted that we have some good Student Representatives.; thanked them for their information.
- election coming up; noted that the incumbents have worked hard and have come a long way.

CONSENT AGENDA

1. Approved Adoption of Minutes from September 15, 2010 Regular Meeting
2. Approved Adoption of Minutes from September 29, 2010 Special Meeting
3. Approved Certificated Personnel Transactions
4. Approved Classified Personnel Transactions
5. Approved 2010/2011 Individual Service Agreements:
 - 2010/11-116 Bright Futures
 - 2010/11-117-118 Placer Learning Center
6. Approved Four High Quality First Instruction Modules - Riles
7. Approved Amendment No. 4 to Five Year Agreement with Child Development Centers
8. Approved Payroll Orders: July - September 2010
9. *This item was pulled for separate consideration.*

Motion: Wilson

Second: Friedman

Ayes: Anderson, Blenner, Friedman, Williams,
Wilson

Noes: None

ITEMS PULLED FOR SEPARATE CONSIDERATION

9. Approved Supplemental Agenda (Vendor Warrants)

Motion: Friedman

Second: Blenner

Ayes: Anderson, Blenner, Friedman, Williams,
Noes: None

Abstain: Wilson

INFORMATION ITEMS

1. Workshop: "Disobedient, Disruptive, Defiant, and Disturbed Students: Behavioral Interventions for Challenging Students Workshop" - T. Daubenmire & T. Camp (WCR)
2. Workshop: "Building Effective Schools Together Booster Workshop" - 1 administrator, 3 teachers, 1 psychologist, 2 counselors and 1 classified staff (WCR)

BUSINESS ITEMS

A. APPROVED - Second Reading: Board Policies/Regulations/Exhibits (No Significant Changes)

Replace BP 1150	Commendations and Awards
Delete AR 1150	Commendations and Awards
Replace BP/AR 1250	Visitors/Outsiders
Replace BP 3100	Budget
Replace AR 3460	Financial Reports and Accountability
Replace AR 3516.2	Bomb Threats
Replace BP 3516.5	Emergency Schedules
Replace BP 4020	Drug and Alcohol Free Workplace
Replace AR 4032	Reasonable Accommodation
Replace BP 4156.2/4256.2/4356.2	Awards and Recognition
Delete BP 5145.8	Refusal to Harm or Destroy Animals
Replace AR 5145.8	Refusal to Harm or Destroy Animals
Replace BP/AR 6158	Independent Study
Replace BP 6162.5	Student Assessment
Replace BB 9270	Conflict of Interest
Add E 9270	Conflict of Interest

Motion: Friedman

Second: Blenner

Ayes: Anderson, Blenner, Friedman, Williams,
Noes: Wilson

B. APPROVED - Second Reading: Board Policies/Regulations/Exhibits
(Significant Changes)

Replace BP/AR 1240	Volunteer Assistance
Add BP/AR 3552	Summer Meal Program
Add BP 3555	Nutrition Program Compliance
Replace AR/E 4112.62/4212.62/4312.62	Maintenance of Criminal Offender Records

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

C. APPROVED - First Reading: Board Policies/Regulations/Exhibits

Replace BP/AR 4127/4227/4327	Temporary Athletic Team Coaches
Replace AR 4161.1/4361.1	Personal Illness/Injury Leave

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

ADVANCE PLANNING

- a. *Future Meeting Dates:*
 - i. *Wednesday, November 17, 2010 @ 6:00 p.m. - North Country Elementary School MultiPurpose Room*
- b. *Suggested Agenda Items:*

ADJOURNMENT – 7:43 p.m.

Motion:	Blenner	Ayes: Anderson, Blenner, Friedman, Williams,
Second:	Wilson	Wilson
		Noes: None

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 ☒

Date: November 17, 2010

Information Item

To: Board of Trustees

Attached Pages 1

From: George Tigner, Chief Administrative Officer

Subject: Certificated Personnel Transactions

Rescission of Layoff

Jo Rabbetts, Oak Hill Elementary School

Resignation

Marc Volz, Center High School

Recommendation: Approve Certificated Personnel Transactions as Submitted

CONSENT AGENDA

XIV-2

Rescission of Layoff

Jo Rabbetts' layoff was rescinded and she is returning as an Elementary Teacher, Oak Hill Elementary School, effective January 3, 2011.

Resignation

Marc Volz has resigned from his position as Temporary Auto Shop Teacher, Center High School, effective end of day on November 5, 2010.

AGENDA ITEM # XIV- 3

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Personnel Department

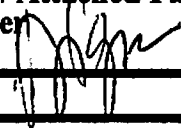
Date: November 17, 2010

To: Board of Trustees

From: George Tigner, Chief Administrative Officer

Action Item X

Information Item
Attached Pages 13



SUBJECT:

2011 HEALTH & WELFARE BENEFITS

Center Joint Unified School District negotiated and/or mutually agreed upon the attached Health & Welfare Benefits Package to be effective January 1, 2011 with the following employee groups: CSEA, CUTA, Certificated Managers and Confidential/ Classified Managers.

RECOMMENDATION: Approve Health and Welfare Benefits Package.

AGENDA ITEM # XIV-3

CONSENT AGENDA

ARTICLE XX

HEALTH AND WELFARE BENEFITS

(Effective 1/1/11)

A. For calendar year 2011, the District will make available three plans of Western Health Advantage and three plans of Kaiser for employees.

B. Full time employees may elect one (1) of the following health coverage plans:

	<u>E</u>	<u>E + 1</u>	<u>E + F</u>
Western Health Advantage HMO			
District Allowance	\$481.40	\$655.56	\$935.90
Employee Pays	\$0	\$353.00	\$503.95
Western Health Advantage 420			
District Allowance	\$456.10	\$594.05	\$848.09
Employee Pays	\$0	\$319.88	\$456.66
Western Health Advantage HD			
District Allowance	\$481.40	\$655.56	\$935.90
Employee Pays	\$0 (-\$161.05)	\$15.59	\$22.25
Kaiser HMO			
District Allowance	\$529.52	\$749.13	\$1,070.20
Employee Pays	\$27.87	\$421.39	\$601.98
Kaiser 2218			
District Allowance	\$478.94	\$677.57	\$967.96
Employee Pays	\$25.21	\$381.14	\$544.48
Kaiser HD			
District Allowance	\$529.52	\$749.13	\$1,070.20
Employee Pays	\$0 (-\$163.25)	\$20.03	\$28.60

C. The District will reimburse \$50 of the \$100 Emergency Room Services charge. Applicable claims incurred by this charge shall be submitted on District reimbursement forms which are available in the Business Office. The District will reimburse employee for verifiable claims within thirty (30) calendar days of receipt in the Business Office; reimbursement checks shall be sent to employee's home address.

D. Full time Employees may elect one (1) of the following dental coverage plans:

Delta Dental \$2000 Cap

District Allowance	\$100.28
Employee Pays	\$33.25

Delta Dental PPO

District Allowance	\$82.29
Employee Pays	\$17.09

Full time Employees hired after (1/1/05 for classified and 11/1/98 for certificated) shall only be eligible for the PPO coverage plan as shown above.

E. Full time Employees who are not already covered by Kaiser vision, may elect the following vision coverage plan:

Vision Service Plan (VSP)

District Allowance	\$19.64
Employee Pays	\$0

SACRAMENTO COUNTY OFFICE OF EDUCATION
PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
 In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Center Joint Unified School District
 Name of Bargaining Unit: Center Unified Teachers Association
 Certificated, Classified, Other: Certificated

The proposed agreement covers the period beginning: July 1, 2010 and ending: June 30, 2011
 (date) (date)

The Governing Board will act upon the agreement on: November 17, 2010
 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Compensation		Annual	Fiscal Impact of Proposed Agreement			
		Cost Prior to	Year 1	Year 2	Year 3	
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)	
		FY 10/11	FY 10/11	FY 11/12	FY 12/13	
1	Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$16,224,413.00	\$0.00			
			0.00%	0.00%	0.00%	
2	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$200,000.00	\$0.00			
			0.00%	0.00%	0.00%	
	Description of other compensation	Stipends/OT	n/a			
3	Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	\$2,215,410.00	\$0.00			
			0.00%	0.00%	0.00%	
4	Health/Welfare Plans	\$1,873,258.00	\$79,772.46	\$159,545.00		
			4.26%			
5	Total Compensation - Add Items 1 through 4 to equal 5	\$20,513,081.00	\$79,772.46	\$0.00	\$0.00	
			0.39%	0.00%	0.00%	
6	Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$0.00				
7	Total Number of Represented Employees (Use FTEs if appropriate)	238.47	238.52	238.52		
8	Total Compensation <u>Average</u> Cost per Employee	86,019.55	334.52		0.00	
			0.39%	0.00%	0.00%	

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Center Joint Unified School District

Name of Bargaining Unit: Classified School Employees Association

Certificated, Classified, Other: Certificated

The proposed agreement covers the period beginning: **July 1, 2010** and ending: **June 30, 2011**
(date) (date)

The Governing Board will act upon the agreement on: **November 17, 2010**
(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10)

A. Proposed Change in Compensation

Compensation		Fiscal Impact of Proposed Agreement			
		Annual	Year 1	Year 2	Year 3
		Cost Prior to	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		Proposed Agreement			
		FY 10/11	FY 10/11	FY 11/12	FY 12/13
1	Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$5,473,480.00	\$0.00		
			0.00%	0.00%	0.00%
2	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$112,286.00	\$0.00		
			0.00%	0.00%	0.00%
	Description of other compensation	Over time	n/a		
3	Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	\$1,485,573.00	\$0.00		
			0.00%	0.00%	0.00%
4	Health/Welfare Plans	\$923,161.00	\$37,629.36	\$75,259.00	
			4.08%		
5	Total Compensation - Add Items 1 through 4 to equal 5	\$7,994,500.00	\$37,629.36	\$0.00	\$0.00
			0.47%	0.00%	0.00%
6	Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$0.00			
7	Total Number of Represented Employees (Use FTEs if appropriate)	173.53	173.53		
8	Total Compensation Average Cost per Employee	46,069.84	216.85		0.00
			0.47%	0.00%	0.00%

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

0% for fiscal year 2010/11

10. Were any additional steps, columns, or range added to the schedule? (If yes, please explain.)

No.

11. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

This settlement addressed health & welfare benefits. The District maintained its contribution level described below. Delta Dental increased approximately 13%. The increase was passed to the employee.

12. Does this bargaining unit have a negotiated cap for Health & Welfare Yes ☒ No ☐

If yes, please describe the cap amount.

Kaiser Single Party - District Pays 94%; WHA Single Party - District pays 100%

Kaiser 2-Party - District pays 64% and WHA 2-Party - District pays 65%

Kaiser Family - District pays 64% and WHA Family - District pays 65%

- B. Proposed Negotiated Changes in Noncompensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing rations, etc.)

None.

- C. What are the specific impacts (positive or negative) on instructional and support programs accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

None.

D . What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

None.

**E. Will this agreement create, or decrease deficit financing in the current or subsequent year(s)?
"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.**

No.

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None.

G. Source of Funding for Proposed Agreement

1. Current Year

Federal Jobs Funding received 2010/11 for all site employees.

District office employee increases will be paid with on-going revenue limit increases.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will all the district to afford this contract)?

On-going revenue limit and categorical program funding.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit:

	Column 1 Latest Board - Approved Budget Before Settlement (As of 09/15/10)	Column 2 Adjustments as a Result of Settlement	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 22,044,799	\$ -	\$ 1,270,000	\$ 23,314,799
Remaining Revenues (8100-8799)	\$ 4,411,018	\$ -	\$ -	\$ 4,411,018
TOTAL REVENUES	\$ 26,455,817	\$ -	\$ 1,270,000	\$ 27,725,817
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 14,138,338	\$ -	\$ -	\$ 14,138,338
Classified Salaries (2000-2999)	\$ 3,384,873	\$ -	\$ -	\$ 3,384,873
Employee Benefits (3000-3999)	\$ 4,597,487	\$ 78,268	\$ -	\$ 4,675,755
Books and Supplies (4000-4999)	\$ 483,054	\$ -	\$ -	\$ 483,054
Services, Other Operating Expenses (5000-5999)	\$ 2,994,062	\$ -	\$ -	\$ 2,994,062
Capital Outlay (6000-6999)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ 324,465	\$ -	\$ -	\$ 324,465
Direct Support/Indirect Cost (7300-7399)	\$ (221,424)	\$ -	\$ -	\$ (221,424)
Other Adjustments	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 25,700,855	\$ 78,268	\$ -	\$ 25,779,123
OPERATING SURPLUS (DEFICIT)	\$ 754,962	\$ (78,268)	\$ 1,270,000	\$ 1,946,694
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ 1,010,000	\$ -	\$ (1,010,000)	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 76,037	\$ -	\$ -	\$ 76,037
CONTRIBUTIONS (8980-8999)	\$ (3,414,284)	\$ -	\$ -	\$ (3,414,284)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (1,725,359)	\$ (78,268)	\$ 260,000	\$ (1,543,627)
BEGINNING BALANCE	\$ 2,951,631	\$ -	\$ -	\$ 2,951,631
Prior-Year Adjustments/Restatements (9793/9795)	\$ -	\$ -	\$ -	\$ -
CURRENT-YEAR ENDING BALANCE	\$ 1,226,272	\$ (78,268)	\$ 260,000	\$ 1,408,004
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$ 124,982	\$ -	\$ -	\$ 124,982
Reserved for Economic Uncertainties (9770)	\$ 1,076,112	\$ -	\$ 3,525	\$ 1,079,637
Designated Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amounts (9790)	\$ 25,178	\$ (78,268)	\$ 256,475	\$ 203,385

* Please see question on page 7.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit:

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 9/15/10)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 1,303,084	\$ -	\$ -	\$ 1,303,084
Remaining Revenues (8100-8799)	\$ 5,376,111	\$ -	\$ 841,850	\$ 6,217,961
TOTAL REVENUES	\$ 6,679,195	\$ -	\$ 841,850	\$ 7,521,045
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 3,595,249	\$ -	\$ -	\$ 3,595,249
Classified Salaries (2000-2999)	\$ 2,725,853	\$ -	\$ -	\$ 2,725,853
Employee Benefits (3000-3999)	\$ 1,905,572	\$ 39,134	\$ -	\$ 1,944,706
Books and Supplies (4000-4999)	\$ 803,319	\$ -	\$ -	\$ 803,319
Services, Other Operating Expenses (5000-5999)	\$ 854,251	\$ -	\$ -	\$ 854,251
Capital Outlay (6000-6999)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ 115,000	\$ -	\$ -	\$ 115,000
Direct Support/Indirect Cost (7300-7399)	\$ 94,236	\$ -	\$ -	\$ 94,236
Other Adjustments	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 10,093,480	\$ 39,134	\$ -	\$ 10,132,614
OPERATING SURPLUS (DEFICIT)	\$ (3,414,285)	\$ (39,134)	\$ 841,850	\$ (2,611,569)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ -	\$ -	\$ -	\$ -
CONTRIBUTIONS (8980-8999)	\$ 3,414,284	\$ -	\$ -	\$ 3,414,284
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (1)	\$ (39,134)	\$ 841,850	\$ 802,715
BEGINNING BALANCE	\$ 762,880	\$ -	\$ -	\$ 762,880
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 762,879	\$ (39,134)	\$ 841,850	\$ 1,565,595
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$ 762,879	\$ -	\$ -	\$ 762,879
Reserved for Economic Uncertainties (9770)	\$ -	\$ -	\$ -	\$ -
Designated Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amounts (9790)	\$ -	\$ (39,134)	\$ 841,850	\$ 802,716

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Combined General Fund****Enter Bargaining Unit:**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of 9/15/10)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 23,347,883	\$ -	\$ 1,270,000	\$ 24,617,883
Remaining Revenues (8100-8799)	\$ 9,787,129	\$ -	\$ 841,850	\$ 10,628,979
TOTAL REVENUES	\$ 33,135,012	\$ -	\$ 2,111,850	\$ 35,246,862
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 17,733,587	\$ -	\$ -	\$ 17,733,587
Classified Salaries (2000-2999)	\$ -	\$ -	\$ -	\$ -
Employee Benefits (3000-3999)	\$ 6,503,059	\$ 117,402	\$ -	\$ 6,620,461
Books and Supplies (4000-4999)	\$ 1,286,373	\$ -	\$ -	\$ 1,286,373
Services, Other Operating Expenses (5000-5999)	\$ 3,848,313	\$ -	\$ -	\$ 3,848,313
Capital Outlay (6000-6999)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ 439,465	\$ -	\$ -	\$ 439,465
Direct Support/Indirect Cost (7300-7399)	\$ (127,188)	\$ -	\$ -	\$ (127,188)
Other Adjustments	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 35,794,335	\$ 117,402	\$ -	\$ 35,911,737
OPERATING SURPLUS (DEFICIT)	\$ (2,659,323)	\$ (117,402)	\$ 2,111,850	\$ (664,875)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ 1,010,000	\$ -	\$ (1,010,000)	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 76,037	\$ -	\$ -	\$ 76,037
CONTRIBUTIONS (8980-8999)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (1,725,360)	\$ (117,402)	\$ 1,101,850	\$ (740,912)
BEGINNING BALANCE	\$ 3,714,511	\$ -	\$ -	\$ 3,714,511
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 1,989,151	\$ (117,402)	\$ 1,101,850	\$ 2,973,599
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$ 887,861	\$ -	\$ -	\$ 887,861
Reserved for Economic Uncertainties (9770)	\$ 1,076,112	\$ -	\$ 3,525	\$ 1,079,637
Designated Amounts (9775-9780)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amounts - Unrestricted (9790)	\$ 25,178	\$ (78,268)	\$ 256,475	\$ 203,385
Unappropriated Amounts - Restricted (9790)	\$ -	\$ (39,134)	\$ 841,850	\$ 802,716
Reserve for Economic Uncertainties Percentage	3.00%			3.00%

H. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2010/11	2011/12	2012/13
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$35,987,774	\$32,980,677	\$32,567,838
b.	State Standard Minimum Reserve Percentage for this District :	3%	3%	3%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR \$50,000	\$1,079,633	\$989,420	\$977,035

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$1,079,633	\$989,420	\$977,035
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$741,002	\$183,701	\$134,787
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$0	\$0	\$0
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)	\$158,243	\$158,243	\$158,243
g.	Total Available Reserves	\$1,978,878	\$1,331,364	\$1,270,065
h.	Reserve for Economic Uncertainties Percentage	5.5%	4.0%	3.9%

3. Do unrestricted reserves meet the state minimum reserve amount?

210/11	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2011/12	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2012/13	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

Public Disclosure of Proposed Collective Bargaining Agreement

4. Please include any additional comments and explanation of Page 4 if necessary: The cost of the increase will be paid by the Federal Jobs funds awarded to the District for all site personnel. District office employee cost increases will be paid out of the increase in revenue limit sources as a result of the passage of the State budget. All adjustments will be reflected in the First Interim report.

I. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Director of Fiscal Services of Center Joint Unified School District, hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the Certificated Bargaining unit, during the term of the agreement from July 1, 2010 to June 30, 2011.

The budget revisions necessary to meet the costs of the agreement is each year of its term are as follows:

Budget Adjustment Categories:

Revenues/Other Financing Sources

Expenditures/Other Financing Uses

Ending Balance Increase (Decrease)

**Budget Adjustment
Increase (Decrease)**

120,927

120,927

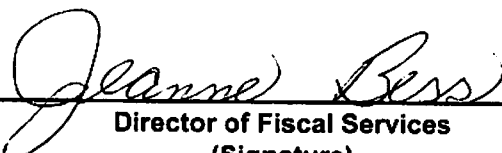
0

N/A _____ (No budget revisions necessary)



District Superintendent
(Signature)

October 29, 2010
Date



Director of Fiscal Services
(Signature)

October 29, 2010
Date

J. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement..

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent
(Signature)

November 17, 2010
Date

Jeanne Bess
Contact Person

(916) 338-6302
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on November 17, 2010, took action to approve the proposed Agreement with the Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

November 17, 2010
Date

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Healthy Start

Action Item X

To: Board of Trustees

Information Item

Date: November 2, 2010

Attached Pages 4

From: Alyson Collier

Principal's Initials: AC

SUBJECT:

MOU with The Child Abuse Prevention Center for renewed AmeriCorps grant.

RECOMMENDATION: Approve

CONSENT AGENDA

MEMORANDUM OF UNDERSTANDING
CENTER JOINT UNIFIED SCHOOL DISTRICT
[address]

and the

CHILD ABUSE PREVENTION COUNCIL OF SACRAMENTO, INC.
4700 Roseville Road
North Highlands, CA 95660

This Memorandum of Understanding (MOU) is between the Center Unified School District (hereinafter referred to as CJUSD) and the Child Abuse Prevention Council of Sacramento, Inc. (hereinafter referred to as CAPC) who enter into this agreement to provide support services for foster youth in the Youth Investment Center Initiative (hereinafter referred to as YIC). The YIC program will utilize AmeriCorps in order to provide AmeriCorps Members to CJUSD. YIC focuses on positive outcomes for foster youth, by providing academic tutoring, mentoring, life skills training, and case management support.

It is expressly understood and agreed by all participants as follows:

I. Purpose

The purpose of this MOU is to establish a formal working relationship between the Child Abuse Prevention Council of Sacramento, Inc. and Center Joint Unified School District and to set forth the operative conditions which will govern this partnership. This MOU will provide and coordinate AmeriCorps membership as part of the Youth Investment Center and the CJUSD Family Resource Center program. Participation in this partnership will allow CJUSD to become a part of the Youth Investment Center Initiative which is endorsed by California Volunteers and supported by the Corporation for National and Community Service.

II. Description of Program Services

An equivalent of one (1) - 1700 hour and two (2) - 900 hour AmeriCorps members, recruited from the community, will perform national service in the YIC program and serve their communities by strengthening foster youth through support services in school-based or community-based organizations. The shared goal of YIC and CJUSD is to improve academic performance and increase self-sufficiency of youth in preparation for adulthood. Services are to be culturally-competent and coordinated with other services. AmeriCorps members serving in the program will perform national service to:

- Prepare foster youth for their transition towards a successful adulthood;
- Strengthen support to foster youth by enhancing the range and depth of services provided in and by CJUSD.
- Build stronger community linkages to efforts to support foster youth, including commencing and sustaining mentoring matches for foster youth.

The services will include: academic tutoring activities (i.e. homework assistance), mentoring activities, case management (i.e. home visits), and life skills workshops in the domains of communication, daily living, home life, housing and money management, self care, social relationships, work life, career planning, and work and study skills. Additional services may include referrals and access to basic needs.

Members will begin service on or after September 16, 2010. The length of service is 1700 hours or 900 hours per year per AmeriCorps member.

III. AmeriCorps Recruitment

AmeriCorps programs statewide recruit individuals who want to commit time in one year to serving their community. AmeriCorps members serve terms of 1700 hours or 900 hours for up to twelve months. Members may serve no more than two terms. The program develops community leadership, strengthens the relationships between communities and service agencies and increases community participation. In return for their service, AmeriCorps members receive:

- Child care for their children under 13 years of age, if eligible;
- An educational award of \$5,350 for each 1700 hour term of service and \$2,675 for each 900 hour term of service;
- Skill/career development and training for up to 20% of their service hours;
- Health and medical benefits if eligible
- A living allowance.

IV. Responsibilities:

A. Child Abuse Prevention Council will:

- Provide a maximum of \$12,014 per each 1700 hour AmeriCorps member and \$9,000 per each 900 hour AmeriCorps member for each term of service. Term of service for a 1700 hour member shall not exceed 11 months. Term of service for a 900 hour member will be determined by CJUSD and not exceed 11 months.
- Invoice CJUSD on a quarterly basis for CJUSD's match of AmeriCorps member expenses.
- Develop common confidentiality guidelines to share information between CJUSD and YIC and the AmeriCorps members to the extent permitted by the California Education Code and the Welfare and institutions Codes governing client confidentiality.
- Conduct criminal background checks on potential AmeriCorps members meeting the Corporation for National and Community Service AmeriCorps Provisions.
- Provide training sessions for each AmeriCorps member.
- Conduct training conferences and coordinate quarterly meetings for AmeriCorps supervisors.
- Provide AmeriCorps administration support to AmeriCorps supervisors and members.
- Conduct enrollment and provide orientation to AmeriCorps members.

- Ensure the fiscal administration of all funding from the Corporation for National and Community Service, collection and distribution of funds and peripheral services and benefits for each AmeriCorps member.
- Coordinate the collection, analysis and reporting of YIC program data per mutual agreement with the YIC partners and program evaluator. CAPC will submit evaluation reports in compliance with AmeriCorps requirements.

B. Center Unified School District will:

- Provide a maximum of \$17,000 for each 1700 hour AmeriCorps member and \$4,500 for each 900 hour AmeriCorps member.
- Recruit AmeriCorps members from the community, as often as is possible, from within the geographic area where they will serve. Members will provide service to foster youth residing in Sacramento County.
- Recruit and enroll AmeriCorps members to begin their term of service on or after October 15, 2010. Members' terms of service must be completed by September 30, 2011.
- Adhere to Corporation for National and Community Service AmeriCorps member policies as outlined annually in the CAPC AmeriCorps Program Manual.
- Develop AmeriCorps member position descriptions that provide for meaningful service activities and performance criteria that are appropriate to the skill level of AmeriCorps members.
- Ensure that members attend a CAPC AmeriCorps Orientation within the first 30 days of service.
- Ensure attendance of AmeriCorps members at all YIC CAPC AmeriCorps trainings.
- Provide training to AmeriCorps members regarding service responsibilities as described in the AmeriCorps Position Description.
- Conduct at least a midterm and end-of-term written evaluation of each AmeriCorps member's performance for full and half-time members. Performance Evaluations must be forwarded to CAPC.
- Develop common confidentiality guidelines to share information between the CJUSD and YIC and the AmeriCorps members to the extent permitted by the California Education Code and the Welfare and Institutions Codes governing client confidentiality.
- Attend supervisor conferences and quarterly meetings.
- Provide daily supervision and direction for AmeriCorps members.
- Provide office space and necessary office support.
- Collect and provide to CAPC and the YIC program evaluator data per mutual agreement to be included in quarterly evaluation reports.

V. Terms

This Memorandum of Understanding will operate from the date of signatures through September 15, 2011. This MOU may be terminated if funding from the Corporation for National and Community Service is decreased or not awarded.

VI. Termination Clause

Either party may terminate this Memorandum of Understanding in sixty (60) days of providing written notice of intention to terminate the agreement.

VII. Indemnification

Center Unified School District agrees to indemnify, defend and hold harmless CAPC, its board of trustees, officers, agents, and employees from and against any and all claims, costs, demands, expenses, losses, damages, injuries, and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of CJUSD. It is understood that such indemnity shall survive the termination of the Agreement.

CAPC agrees to indemnify, defend and hold harmless CJUSD, its board of trustees, officers, agents, and employees from and against any and all claims, costs, demands, expenses, losses, damages, injuries, and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of CAPC. It is understood that such indemnity shall survive the termination of the Agreement.

Scott Loehr
Superintendent
Center Joint Unified
School District

Sheila Anderson
President and CEO
Child Abuse Prevention Council of
Sacramento, Inc.

Date _____

Date _____

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: October 15, 2010

To: CUSD Board of Trustees

From: Mike Jordan

Principal's Initials MDJ

Action Item ☒ X

Information Item ☐

Attached Pages 3

SUBJECT:

CHS MEDIA COMMUNICATIONS STUDENTS TO SAN FRANCISCO BAY AREA

Matt Chamberlain, MCA Department Chair, is requesting to take sophomore students to the San Francisco Bay Area, December 2-3, 2010.

The list of potential student participants is attached for your reference. Mr. Chamberlain (916) 690-5329 along with staff members Rob McInnes, Amy Chaney, Kristen Clements, Digol J'Beily, Walt Anderson, Sherry Edgar and Ana Perez will serve as chaperones.

Transportation is provided by charter bus. Funding for this trip is provided by the MCA Grant and student body funds. The group will stay at the Marriott Courtyard, Emeryville. The itinerary includes CSU Sonoma, Jelly Belly Factory, Alcatraz tour, Chinatown, Golden Gate Bridge, Golden State Warriors basketball game and the Exploratorium.

This annual trip provides sophomore students an opportunity to participate in real-world experiences related to life after high school, as well as media related fields.

CONSENT AGENDA

RECOMMENDATION: Approve MCA trip to San Francisco Bay Area.

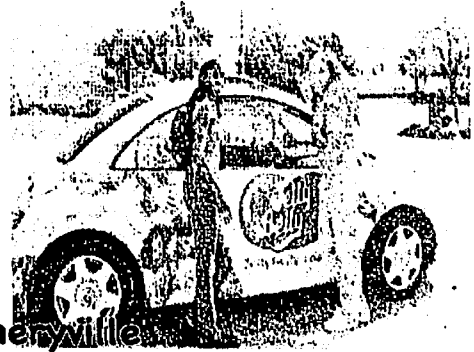
XIV-5

**MCA -San Francisco Field Trip
2009**

All times are estimates:

Thursday, December 2

**7AM Leave Center High School
9AM Tour of Jelly Belly Factory
11AM Lunch
1230PM Tour of CSU Sonoma
5PM Dinner on the Wharf
630PM Check in to Marriot Courtyard Emeryville
730PM Golden State Warriors v. Phoenix Suns
930PM Return to hotel
10PM Curfew**



Friday, December 3

**7AM check out of hotel
9AM Alcatraz Island Tour
12PM lunch
1PM Chinatown
3PM Exploratorium
430PM Walk across Golden Gate Bridge
6PM Dinner
7-8PM Arrive at Center High**



**MCA – Passenger List
San Francisco Trip 2010**

Boys 19 (5) Girls 25 (6+)
Chaperones 4 + bus driver 1 Total 16 rooms
Acuff, Ryan *
Baker, Brittany
Carino, Sylvester *
Christensen, Tawsha
5.Colon, Alex *
Corso, Felicia
Dassler, Chris *
Dejeu, Alin *
Duffey, Lorenzo *
10.Elkins, Kelsea
Gama, Ana
Gauthier, Amanda
Gavrilyuk, Dana
Gunther, Kaitlyn
15.Haney, Casey
Howell, Xavier *
James, Haylee
Kahlon, Parm *
Laqui, Selina
20.Lipford, Joshua *
Lobue, Morgan
Mapa, Cedric *
Marbry, Deliah
Martin, Jenaya
25.Martinez, Matt *
Oliphant, Brennin *
Orsi, Gabby
Pacheco, Leanne
Pakhomov, Will *
30.Porras, Eddie *
Quinonez, Bryanna
Reyes, Armani *
Reyes, Erika
Rhodes, Brianna
35.Sherwood, CJ *

Shepard, Katelyn
Singh, Guri *
Smith, Tiahna
Snelson, Greg *
40.Sutter, Ashley
Thoams, Savannah
Tillis, Kayla
Wong, Terence *
Woods, Aleah
45.Yakuta, Julie

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Center High School

Date: October 15, 2010

Action Item ☒ X

To: CUSD Board of Trustees

Information Item ☐

From: Mike Jordan

Attached Pages 4

Principal's Initials mj

SUBJECT:

CHS MEDIA COMMUNICATIONS STUDENTS TO THE NORTHERN CALIFORNIA COAST

Matt Chamberlain, MCA Department Chair, is requesting to take senior students to the Northern California coast, March 17-19, 2010. The list of potential student participants is attached for your reference. The exact list of student participants will be determined as the trip gets closer.

Chaperones for this trip are CHS teachers Matt Chamberlain, (916) 690-5329, Vernon Bisho, Digol J'Beily, Amy Chaney, Walt Anderson and Kristen Clements. Transportation is provided by charter bus and the group will stay at the San Jose Sheraton. Funding for this trip will be provided through private payment, fundraising and the MCA Grant.

The proposed itinerary is attached for your reference. Students will have the opportunity to tour the Monterey Bay Aquarium, Cannery Row, San Jose State University, Winchester Mystery House and Hearst Castle. Students will also enjoy a San Jose Sharks hockey game and Tech Museum.

This trip provides senior students an opportunity to participate in real-world experiences related to life after high school.

CONSENT AGENDA

RECOMMENDATION: Approve MCA field trip to the Northern California coast.

XIV-6

MCA Senior/ Junior



**California Coast Field Trip
2011**

Thursday, March 17

600 am arrive at Antelope Charter parking lot
630am Leave -Antelope Charter School (pick up)
9am Winchester Mystery House
1200PM San Jose State
3PM San Jose Tech Museum
530 Check in San Jose Marriott
730PM San Jose Sharks v. Minnesota Wild
11PM curfew

Friday, March 18

7am wake up call
8am Breakfast
900am Mystery Spot Santa Cruz
11PM Santa Cruz Boardwalk
4 PM Monterrey Aquarium
7PM Check in at Monterey Marriott
8PM Dinner in Cannery Row
1000PM curfew

Saturday, March 19

6am wake up & check out of hotel
730am depart for Hearst Castle San Simeon
10am arrive for Hearst Castle tour
2PM depart for Antelope
6PM -7PM arrive in Antelope



The goals for this Senior/ Junior trip are for the students to obtain a series of educational and fun events that they might not ever experience on their own. The group will be exposed to job opportunities, visit a university, several cultural events and get a chance to bond with students and staff.

Students are expected to stay with the group at all times. This is a school activity and school rules, including dress, apply. Seniors breaking their Senior Contract will forgo walking for graduation.

Students can go "IF" they have made all of their deposits on time, and are NOT on probation for academic or behavioral reasons. This trip is a first come, first served basis. We have approximately 100 upper classmen and room for only 45! Deposits are due as follows:

Friday, Sep 10 \$30

Friday, October 1 \$100

Friday, November 5 \$100

Any cancellations after October 1 have no guarantees their money will be refunded. Another student must take their place.

I have read this form and understand the rules.

Student name printed _____

Parent name printed _____

Parent signature _____

SALES BY ITEM/CUSTOMER REPORT

Date Range: Jul-01-2010 to Oct-12-2010

Item Range: MCAHA to MCAHA

Customer Name	Cust No	Receipt No.	Date	User	Pymt Type	Quantity	Price	Total
---------------	---------	-------------	------	------	-----------	----------	-------	-------

Item No: MCAHA MCA TRIP TO CA COAST

Aujla, Gagandeep
 Aujla, Gagandeep
 Bishop, Amber
 Bishop, Amber
 Bishop, Amber
 Brown, Chantel
 Brown, Chantel
 Burke, Nathaniel
 Buthken, Faith
 Buthken, Faith
 Calhoun, Jaleesa
 Calhoun, Jaleesa
 Calhoun, Jaleesa
 Carver, Kelsei
 Carver, Kelsei
 Christensen, Catalina
 Condie, Chelsey
 Condie, Chelsey
 Dejeu, Simona
 Delgado, Jesse
 Duong, Tammy
 Duong, Tammy
 Evans, Carly
 Fenyoe, Taylor
 Fenyoe, Taylor
 Galhan, Ajay
 Galhan, Ajay
 Garcia, Ashleigh
 Geogerian, Jennifer
 Geogerian, Jennifer
 Gillman, Mollie
 Gillman, Mollie
 Gillman, Mollie
 Gonzalez, Ashley
 Goodman, Alexandria
 Goodman, Alexandria
 Hadaway, Taylor
 Harter, Nicolette
 Horton, Marcus
 Jackson, Jonathan
 Johnson, Alexis
 Johnson, Elisa
 Johnson, Patrick
 Katkanov, Timothy
 Khosrowshahi, Kiavash
 Knutson, Drew
 Knutson, Drew
 Larish, Brandon
 Larish, Brandon

Print Date: 10/12/2010

Print Time: 7:46 am

SALES BY ITEM/CUSTOMER REPORT

Date Range: Jul-01-2010 to Oct-12-2010

Item Range: MCAHA to MCAHA

Customer Name	Cust No	Receipt No.	Date	User	Pymt Type	Quantity	Price	Total
---------------	---------	-------------	------	------	-----------	----------	-------	-------

Item No: MCAHA MCA TRIP TO CA COAST

Larish, Scott

Larish, Scott

Lord, Falesha

Lord, Falesha

Manzanares, Rebekah

Manzanares, Rebekah

Manzanares, Rebekah

Martinez, Andrea

Martinez, Andrea

Martinez, Marisa

Mene, Matthew

Mercado, Adriana

Mercado, Adriana

Morales, Miguel

North, Garret

North, Garret

Nowak, Alyse

Nowak, Alyse

Oill, Carter

Oliphant, Alexandra

Oliphant, Alexandra

Oropeza, Jenna

Oropeza, Jenna

Perez, Enrique

Peters, Kelsey

Porntosapon, Kevin

Porntosapon, Kevin

Quinley, Keianna

Quinley, Keianna

Rainear, Zyhira

Rainear, Zyhira

Rebello, Nicholas

Rebello, Nicholas

Rivera, Mariah

Rivera, Mariah

Rivera, Mariah

Sanchez, Lisette

Sanchez, Lisette

Schoenstein, Shelly

Smith, Jake

Solis, Alexis

Solis, Alexis

Tresh, Austin

Tresh, Austin

Walker, Dillon

Whittington, Nichole

Whittington, Nichole

Wilson, Melissa

Wright, Elijah

Print Date: 10/12/2010

Print Time: 7:46 am

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: North Country Elementary

Date: October 1, 2010

Action Item X

To: Board of Trustees

Information Item

From: Kathleen Lord, Principal

Attached Pages 46

Principal's Initials: KL

SUBJECT: APPROVAL OF SINGLE PLAN FOR STUDENT ACHIEVEMENT

Please approve North Country's:

Single Plan for Student Achievement

RECOMMENDATION: APPROVAL

The Single Plan for Student Achievement

North Country Elementary School

34-73973-6108948
CDS Code

Date of this revision: September 30, 2010

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 Writing strategies still need to be addressed across grade levels. Student achievement will be maximized through exposure to core literature writing opportunities during SIPPS, journal writing and sharing, writing groups in the ELD classroom and frequent classroom assignments taking students through the writing process.				
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 67.6%		
Means of evaluating progress toward this goal: District 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 2010- May 2011			

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 who have been classified B and EI in grades 1-5 will receive at least 30 minutes of intense instruction in a school-wide language based rotation receiving SIPPS or core literature instruction. Additionally, they will receive 30 minutes of additional instruction in Avenues in the ELD classroom. I's and R-FEPs will be tracked and monitored in individual classrooms and placed in the rotation and/or ELD group to meet their academic needs. Kindergarten students will work on letter name and sound recognition through core curriculum and the So Simple kinesthetic sight word program. Title I at risk students receive priority status in the morning program three days a week. Additionally, they are scheduled into the lab during the day to work on phonics, vocabulary and comprehension.				
Groups participating in this goal (e.g., students, parents, teachers, administrators) ALL		Anticipated annual growth for each group: Each subgroup will meet AYP targets: 67.6% proficient in English Language Arts.		
Means of evaluating progress toward this goal: Periodic mastery SIPPS assessments, Open Court unit assessments, APST and AR levels		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, ELD Avenues and writing groups	August 2010- May 2011	Instructional aides, Reading teacher participating in SIPPS	\$3,680	Title I

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.)

* This is an estimated budget based on last year's figures.

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	\$ 78,747 (s)
<input type="checkbox"/> Art, Music and PE Block Grant (one time) <u>Purpose:</u> Art and music enrichment	\$ 0
<input type="checkbox"/> Art, Music and PE Grant (ongoing) <u>Purpose:</u> Art and Music enrichment	\$ 0
<input 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	\$ 151,096 (d)
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$ 43,000 (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	\$ 80,171 (d)
<input checked="" type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students	\$ 7,175 (d)
<input checked="" type="checkbox"/> GATE	\$ 8,183 (s)
<input checked="" type="checkbox"/> Lottery	\$ 26,925 (s)
Total amount of state categorical funds allocated to this school	\$264,361 - district controlled \$240,359 -

	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	\$ 309,349 (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	\$ 155,126 (d)
<input checked="" type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 4,645 (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	\$ 71,440 (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	\$ 17,455 (d)
<input checked="" type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 670 (s)
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$ 0
Total amount of federal categorical funds allocated to this school	\$248,666— district controlled \$310,019— site controlled
Total amount of state and federal categorical funds allocated to this school	\$— district controlled \$— site controlled

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kathleen Lord	X				
Diane Chidlaw			X		
Jason Farrel			X		
Stephen Kyle		X			
Felicia Montgomery				X	
Nivia Talavera				X	
Inna Verbovshchuk				X	
Sofia Tarasova				X	
Lyubov Levchuk				X	
Lyudmila Silchuk				X	
Nadya Glushku			X		
Numbers of members of each category	1	1	3	6	

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

Felicia Montgomery

Felicia Montgomery
Typed name of SSC chairperson

Kathleen Lord
Signature of school principal

Signature of SSC chairperson

Oct. 14, 2010
Date

Oct. 14, 2010
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 B/G
I. Involvement															
Involve parents and community in	EC 52055.625(b)(1)(C), (2)(C), (e)							X							
planning and implementing the school	EC 52055.620(a)(4)							X							
plan	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 &	EC 64001(a)	X	X	X	X	X	X		X		X	X			
recommendations	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)														
	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 II, 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	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	X			
	EC 52853	X	X	X	X	X						X			
	EC 52055.625(c)							X							
	EC 35294.2(e)												X		
	EC 32228.5(b)												X		
	20 USC 7115(a)(2)										X				
Ongoing monitoring and revision	20 USC 6315(c)(2)(B)														
Assessment results available to parents	EC 35294.2(e)												X		
	20 USC 7115(a)(1)(E)										X				
	20 USC 6314(b)(2)(A)				X										
V. Staffing and Professional Development															
Provide staff development	EC 52853	X	X	X	X	X						X			
	EC 52055.625(d)(1)(B),(C)							X							
	EC 32228(b)(2)												X		
	20 USC 6316(b)(3)					X									
	20 USC 6315(c)(1)(F)			X											
	20 USC 6314(b)(1), (2)(A)				X										
Budget 10% of Title I for staff development	20 USC 6316(b)(3)					X									
Provide highly qualified staff	EC 52055.625(b), (d)							X							
	20 USC 6315(c)(1)(E)			X											
	20 USC 6314(b)(1), (2)(A)				X										
Distribute experienced teachers	EC 52055.620(d)							X							
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 state standards	EC 64001(f) 20 USC 6314(b)(1), (2)(A) 20 USC 6315(c)	X	X	X	X	X	X		X	X	X	X			
Describe auxiliary services for at-risk students	EC 52853 EC 52055.620(a)(7) 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(1), (2)(A)	X	X	X	X	X		X			X	X			
Avoid Isolation or segregation	5CCR 3934	X	X	X	X	X						X			
VII. Teaching and Learning															
Goals based on performance	EC 64001(f) 20 USC 7115(a)(1)(A)	X	X	X	X	X	X		X	X	X	X			
Define objectives	EC 52054 20 USC 7114(d)(2)(B) 20 USC 6316(b)(3)						X				X				
Steps to intended outcomes	EC 52054 5CCR 3930		X	X	X	X	X		X						
Account for all services	5CCR 3930		X	X	X	X			X						
Provide strategies responsive to student needs	EC 52055.620(a)(3) EC 52054 5CCR 3931 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(2)(A)							X							
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			Hispanic		
		2008	2009	2010	2008	2009	2010	2008	2009	2010
Number (#) and Percent (%) At or Above Proficient	#	163	186	188	88	108	102	27	28	35
	%	49	60	64	56	62	65.5	36	52	63.3
TOTAL NUMBER AND PERCENT	#	328	311	295	167	175	157	74	54	56
	%	100	100	93.4	51	56	50	23	17	18

*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, SIPPS and 30 minute workshop period.
2. For the past three years, scores have increased with substantial increases in 2009 and 2010.

Table 2: Academic Performance by Ethnicity: Mathematics

API PROFICIENCY LEVEL		All Students			White			Hispanic		
		2008	2009	2010	2008	2009	2010	2008	2009	2010
Number (#) and Percent (%) At or Above Proficient	#	180	203	208	97	116	109	33	29**	37
	%	55	65	70	58	67	69.3	59	66	65.3
TOTAL NUMBER AND PERCENT	#	328	311	297	167	174	157	56	54	56
	%	100	100	94	51	56	50	16	17	18

*Not a statistically significant subgroup

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

Conclusions indicated by the data:

1. All students met AYP in mathematics with increases in each of the past three years.

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		
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number (#) and Percent (%) At or Above Proficient	#	40	49	55	28	38	36	57	53	49	38	46	48
	%	54	60	70	33	50	47	69	76	69	49	55	69
Number and Percent At Basic	#	21	24	15	34	25	26	19	14	18	25	32	18
	%	28	30	19	40	33	33	23	20	25	32	38	26
Number and Percent Below Basic	#	9	5	7	11	11	10	4	1	3	10	3	3
	%	12	6	9	13	14	13	5	1	4	13	4	4
Number and Percent Far Below Basic	#	4	3	1	12	2	2	3	2	1	4	3	1
	%	5	4	1	14	3	3	4	3	1	5	4	1
TOTAL NUMBER AND PERCENT	#	74	81	78	85	76	76	83	70	71	77	84	70
	%	100	100	100	100	100	95	100	100	86.6	100	100	92.1

Conclusions indicated by the data:

1. More than half of all second grade students scored advanced or proficient in English Language Arts. Almost half of all fourth and fifth graders scored advanced or proficient with only 4% below or far below basic. In third grade, scores were almost identical to 2009. Forty nine of these students at the Basic and Below Basic levels will be placed in SIPPS phonics and Title I comprehension and fluency groups in addition

to being monitored closely in the classroom.

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		
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number (#) and Percent (%) At or Above Proficient	#	40	60	58	51	56	49	67	51	61	22	44	40
	%	54	74	74	60	74	64	81	71	84	29	54	56
Number and Percent At Basic	#	21	15	13	16	7	17	11	16	8	27	28	20
	%	29	19	17	19	9	22	13	22	11	35	35	28
Number and Percent Below Basic	#	8	6	6	11	13	11	5	5	3	24	11	10
	%	11	7	8	13	17	14	6	7	4	31	14	14
Number and Percent Far Below Basic	#	5	0	1	7	0	0	1	0	0	3	6	1
	%	7	0	1	8	0	0	1	0	0	4	7	1
TOTAL NUMBER AND PERCENT	#	74	81	78	85	76	76	83	72	72	77	77	71
	%	100	100	100	100	100	95	100	100	87.8	100	100	93.4
Conclusions indicated by the data:													
1. Second, fourth and fifth grades show consistent or increased progress with mathematics as compared to previous years. Third grade had a													

decrease although 64% are advanced or proficient.

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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate %	100	100	100	100	100	100	100	100	99	100	100	99	100	100	100
Number at or above Proficient	157	187	192	84	107	101	26	30	39	33	40	47	70	102	121
Percent at or above Proficient	53.2	57.7	64.6	56.4	58.8	66.4	40	50.8	61.9	41.3	41.2	53.4	44.9	49.8	59.6
AYP Target	35.2	46.0	56.8	35.2	46.0	56.8	35.2	46.0	56.8	35.2	46.0	56.8	35.2	46.0	56.8
Met AYP Criteria	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	NO	YES	YES	YES	YES

Conclusions indicated by the data:

1. In 2008, North Country's API was 797, in 2009 we scored at 815 and in 2010, 849. We met AYP in all subgroups each of the past three years, with the exception of EL Learners in 2009. Numerically significant subgroups are White, Hispanic, English Learners and Socio-economic disadvantaged.
2. EL Learners will continue to receive intense instruction 30 minutes daily in Avenues or Phonemic Awareness in a Language rotation group. EL students with classifications of I (Intermediate) for two or more years will be receiving instruction from an EL instructional assistant in writing or the Avenues curriculum.
3. Students will be exposed to a variety of writing opportunities in the classroom and ELD room beyond the core program to include core literature strategies and our In School Postal System. Efforts will be measured by our DWA (District Writing Assessment) three times each year.

Table 6: Mathematics Adequate Yearly Progress (AYP)

AYP Proficiency Level	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP														
	All Students			White			Hispanic			English Learners			Socioeconomically Disadvantaged		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate %	100	100	100	100	100	100	100	100	99	100	100	99	100	100	100
Number at or above Proficient	171	204	205	92	116	108	30	33	40	44	55	59	73	120	138
Percent at or above Proficient	58	63.2	69	61.7	63.7	71.1	46.2	56.9	63.5	55	56.7	67	46.8	58.8	68
AYP Target	37.0%	47.5%	58%	37.0%	47.5%	58%	37.0%	47.5%	58%	37.0%	47.5%	58%	37.0%	47.5%	58%
Met AYP Criteria	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	100	YES

Conclusions indicated by the data:

1. We met AYP in all subgroups each of the past three years. Numerically significant subgroups are White, Hispanic, English Learners and Socio-economic disadvantaged (Title I students)
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, the Math Facts in a Flash computer program and test prep 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%	1	1.0%	6	4.5%	4	3.0%	10	7.6%	21
1	3	2.2%	9	3%	6	4.5%	3	2.2%	3	2.2%	24
2	0	0%	5	3.8%	10	7.6%	4	5.2%	1	1.0%	20
3	3	2.2%	8	6.1%	9	6.8%	3	2.2%	1	1.0%	24
4	4	5.2%	8	6.1%	12	9.1%	1	1.0%	0	0%	25
5	4	5.2%	6	4.5%	7	5.3%	1	1%	0	0%	18
Total	14		37		50		16		15		132

Conclusions indicated by the data:

1. Kindergarten students represent the majority of Beginning 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.
3. Students classified as Intermediate will be receiving additional instruction in writing if they have not advanced to EA by the second year in accordance to CELDT testing. They will also be tracked for SIPPS and teacher intervention.

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 first Thursday 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
DSLT	District/School Liason Team	
EC	Education Code	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/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 maintained by CDC
- 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-5 . 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 or SIPPS 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.
- Teachers have been given instruction on the use of Aeries Gradebook which will give parents on-line access to student grades and progress
- Teachers have been trained by Nancy Craig with refreshers from district teachers in the Depth and Complexity strategy of organizing and retrieving information.
- 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 Title I 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. This program runs three days a week for one hour on M-W and TH.
- 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 "low" basic or 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.
- A fully trained Russian speaking Instructional assistant is available both in the EL classroom and in regular classrooms 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, SIPPS phonics assessment, Direct Writing Assessment (DWA), the Stockton Profile in Kindergarten, Open Court 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, phone dialer, School Site Council and English Language Advisory Committee.
- Title I parent informational meeting.
- A Russian speaking instructional assistant helps students with English Language Development lessons.
- The computer lab and library is open to students whose parents are attending SSC and ELAC meetings.

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 needing support 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, SIPPS 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, phone dialer and school website
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 at least one 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 determined to be "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:

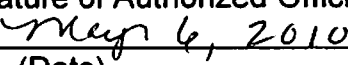
- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- 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 May 6, 2010 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 Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Dudley Elementary

Date: 10/26/10

To: Center Unified Board of Trustees

From: Lisa Coronado, Principal

Principal's Initials: _____

Action Item X

Information Item

Attached Pages 51

SUBJECT: 2010/2011 Single Plan for Student Achievement, Dudley Elementary

RECOMMENDATION: The CJUSD Board of Trustees approve the 2010/2011 Single Plan for Student Achievement for Dudley Elementary.

CONSENT AGENDA

Single Plan for Student Achievement

Dudley (Arthur S.) Elementary School

Center Unified School District

34-73973-6032908

CDS Code

Date of this revision: September 2010

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



Dudley (Arthur S.) Elementary School
Lisa Coronado, Principal
8000 Aztec Way
Antelope, CA 95843
916-338-6470
www.DudleyElementary.org

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

Table of Contents

Planned Improvements in Student Performance	3
Programs Included in the Plan.....	9
Proposed Expenditures	11
School Site Council Membership.....	12
Recommendations and Assurances	13
Resources	14
Appendix A: Programs Funded through the Consolidated Application.....	15
Appendix B: Chart of Requirements for the <i>Single Plan for Student Achievement</i>	16
Appendix C: School and Student Performance Data Forms	21
Chart A: Academic Performance Index (API) Chart	22
Chart B: Percent of Students Who Obtained Proficiency	23
Table 1: English Language Arts Adequate Yearly Progress (AYP) by Subgroup	24
Table 2: Mathematics Adequate Yearly Progress (AYP) by Subgroup	25
Table 3: English Language Arts Academic Performance by Ethnicity.....	26
Table 4: Mathematics Academic Performance by Ethnicity	27
Table 5: Academic Performance (API) Data by Grade Level – California Standards Test: English Language Arts	28
Table 6: Academic Performance (API) Data by Grade Level – California Standards Test: Mathematics.....	29
Table 7: Content Clusters Breakdown	30
Table 8: California English Language Development Test (CELDT) Data.....	33
Chart C: English Learner Advisory Committee Needs Assessment.....	34
Table 9: Percent Apportionment Attendance	35
Appendix D: Demographic Data Summary.....	37
Appendix E: Analysis of Current Instructional Program.....	38
Appendix F: Dudley Elementary School Site Council Bylaws.....	43
Appendix G: Use of Resources	47
Appendix H: Acronyms and Specialized Terms	49

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 Dudley Elementary will obtain and maintain an Academic Performance Index (API) of 800 or higher.				
SCHOOL GOAL #2 All Dudley Elementary student subgroups will make Adequate Yearly Progress (AYP) towards grade level proficiency in English Language Arts and Mathematics as determined by the California Department of Education.				
Student groups and grade levels to participate in this goal: Students who scored "Basic," "Below Basic" and "Far Below Basic" in grades two through five will work to reach grade level proficiency as measured by California's State Testing and Reporting. All students in grades two through five will contribute to earning a school Academic Performance Index of 800 or higher.		Anticipated annual performance growth for each group: All subgroups of Dudley Elementary students will meet Adequate Yearly Progress (AYP) in English Language Arts (ELA) and Mathematics as determined by the California Department of Education. The minimum proficiency percentage increases each year and is currently at 56.8% in ELA and 58% in Mathematics. For the 2010 STAR tests, Dudley students scored an 842 API. The goal is to improve this number by at least one point.		
Means of evaluating progress toward this goal: Progress will be monitored by teacher observation, curriculum assessments, and classroom performance tasks. Data from STAR reports and Accelerated Reader will also be utilized.		Group data to be collected to measure academic gains: Data will be collected for grades one through five. Progress will be monitored by teacher observation, curriculum assessments, and classroom performance tasks. Data from STAR reports, the district cut points sheet and Accelerated Reader will also be utilized.		
Actions to be Taken to Reach Goals 1 and 2:	Start Date / Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. Students who scored at the "basic" or below levels as indicated by the annual California Standards Test, district/school measures, progress reports, and/or teacher observations of student progress and performance will be identified.	August 2010 – May 2011	No costs	\$0	N/A

2. School staff will review of student performance and progress utilizing data and information from the initial student review process and student study team (SST) process. Beyond classroom interventions and modifications, the outcome of the SST process may include: speech and language services, counseling, resource services, increased English language resource services, occupational therapy, enrollment in school homework and intervention programs, referrals to outside organizations. Student progress will also be discussed at IEP meetings.	October 2010 – May 2011	Substitutes will be employed to cover the duties of the teachers on the Student Study Team	\$125 / day / substitute; approximately SSTs: \$625 IEPs: \$3125	SSTs: School and Library Improvement Program Block Grant (SLIP) IEPs: General Fund
3. A half-time Academic Coordinator will identify students who scored Far Below Basic and Below Basic on the California Standards Tests. The Academic Coordinator will track these students, meet with their parents, provide small group instruction and monitor interventions to ensure their progress towards proficiency improves.	September 2010 – May 2011	The district funds this position	\$0	N/A
4. Time allowed for on-going teacher collaborations focused on implementing an instructional program and effective teaching strategies that address all student learning needs	September 2010 – May 2011	Collaboration for heterogeneous classes will take place during staff meeting time. Substitutes will be provided for Targeted Learning Classes and for teachers of students with Individualized Education Plans (IEPs).	\$125 / day / substitute = \$1000	SLIP
5. A targeted learning class has been established in grade one. In this class, students will receive intensive instruction in English language arts at an instructional level and pace that meets their needs. The Academic Coordinator, the resource teacher, an instructional aide and an English language aide are available for push-in support to these classes.	August 2010 – May 2011	No additional costs	\$0	N/A

6. Students in grades one through three will participate in and English language arts rotation. During this time, students will be grouped according to their greatest area of need. Grade level teachers will teach specific topics such as: letter and sound identification, blending, fluency, reading comprehension and writing. During this time, English language learners will receive instruction using their core curriculum.	September 2010 – May 2011	No additional costs	\$0	N/A
7. Students who are significantly lower or higher than their enrolled grade level's English language arts standards will be offered instruction in a classroom one grade level lower or higher, with parent permission.	September 2010 – May 2011	No additional costs	\$0	N/A
8. Dudley staff and students will have the materials needed for instruction and practice of grade level standards. A. All staff members will be provided unlimited copies through the Center Unified School District copy center B. A repair contract for the RISO copy machine will be renewed so that staff can make copies using paper that was donated. This machine also allows for copies on construction paper. C. Consumable math books for students in grades kindergarten through second grade will be provided D. Classroom and school supplies	August 2010 – May 2011	8A. Copies 8B. RISO contract 8C. Workbooks 8D. Supplies	8A. \$17000 8B. \$200 8C. \$12500 8D. remaining funds	8A. Lottery: \$8697 and SLIP: \$8303 8B. SLIP 8C. SLIP 8D. SLIP, Lottery and General Fund
9. Mathematics and reading intervention instruction will be provided before and/or after school hours.	September 2010 – May 2011	Staffing, materials, supplies	No cost to the school site	N/A
10. Orchard and Accelerated Reader software will be made available to all students in grades one through five in their classrooms and in two computer labs. A. A Computer Technician will service computer hardware and software. The district will fund 3 hours/day and the site will fund 1 hour/day. B. The library technician will work an additional thirty minutes each day to manage the increased circulation from the Accelerated Reader program.	August 2010 – May 2011	10A. Computer Technician 10B. Library Technician 10C. Orchard 10D. Accelerated Reader 10E. Spectrum	10A. \$5753 10B. \$2139 10C. \$5000 10D. \$3833 10E. 495	10A. SLIP 10B. SLIP 10C. SLIP 10D. SLIP 10E. SLIP

C. Orchard software: 5 th payment of 5 total payments D. Accelerated Reader subscription and placement software (initial set up fee) E. Spectrum library software to check out books				
11. An Academic Coach is available for staff development, collaboration and demonstration lessons and to observe teachers and provide feedback.	August 2010 – May 2011	The district funds this position	\$0	N/A
12. Regular school-parent communication regarding student progress and performance through parent-teacher conferences, Student Study Team meetings, paperwork sent home and Aeries' Gradebook will occur.	October 2010-May 2011	Substitutes will be employed to cover the duties of the teachers on the Student Study Team, copies, Gradebook (SST substitutes accounted for above in #2)	\$125 / day / substitute	General Fund

SCHOOL GOAL # 3 Dudley Elementary students will maintain a 95% or higher attendance rate. Students who are regularly present for instruction and practice of grade level standards will be better prepared for state testing.				
Student groups and grade levels to participate in this goal: All students attending Dudley Elementary will participate in this goal.		Anticipated annual growth for each group: Since the benchmark has been met, students will maintain the attendance rate and will not drop below ninety-five percent.		
Means of evaluating progress toward this goal: Progress will be evaluated through attendance reports.		Group data to be collected to measure gains: Data will be collected from students at all grade levels.		
Actions to be Taken to Reach Goal 3: Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.To increase school connectedness, a .4 FTE school counselor will be employed. During the 2010/2011 school year, the counselor will create a school-wide anti-bullying program. He will collaborate with teachers to implement positive behavior interventions. The counselor will provide group counselor for students experiencing grief/loss. The counselor will also meet individually with students with discipline concerns. In addition, he will over see the Early Mental Health Initiative program which involves supervising two child aides who will assist with students experiencing school adjustment issues.	August 2010 – May 2011	.4 FTE school counselor	\$23626	School and Library Improvement Program Block Grant (SLIP)
2.Before and after school clubs will be made available to students to increase school connectedness.	August 2010 – May 2011	(5) \$750 club stipends and (3) \$1500 stipends (band and yearbook)	\$8250	Student Fund, SLIP and District
3.Students who have qualified for Gifted and Talented Education (GATE) will be provided after school activities and field trips to challenge and extended their learning. By meeting the needs of Dudley's GATE students, they will be more interested in school, feel a sense of connectedness and; therefore, have better	October 2010 – May 2011	After school activities provided by Mad Science and Center Unified School District employees; field trips to be determined	Up to \$4500 (including carryover)	GATE

attendance.				
4. The Second Step character education program will be made available to teachers so that they may create a more positive learning environment through discussion of bullying, empathy and conflict resolution.	August 2010 – May 2011	No additional costs	\$0	N/A
5. Establish and support ongoing school-wide and classroom events and activities that contribute to a positive environment such as: PTA events, big/little Buddies, book fair, assemblies, dress up days and spirit contests, geography bee, talent contest, drama presentations	August 2010 – May 2011	Assembly costs	Up to \$2000	Student Fund
6. Behavior Support Plans will be created for students with chronic behavior concerns.	August 2010 – May 2011	No costs	\$0	N/A
7. Incentives will be provided for students who maintain appropriate school behavior such as: monthly no referral activities, prizes from the principal and Good News phone calls home.	August 2010 – May 2011	Incentives	\$500	Student Fund
8. The site administrator or Academic Coordinator will send letters to, make phone calls to and meet with parents/guardians of individual students who fall below a 90% attendance rate.	August 2010 – May 2011	Copies	\$100	Lottery
9. Incentives will be provided for students who have perfect attendance during each trimester and during the entire school year.	August 2010 – May 2011	Perfect Attendance pencils and certificates, end of year field trip	\$2000	Student Body Fund, PTA
10. Families are notified of information and upcoming events via the Dudley website and SchoolConnects, an automated dialer system.	August 2010 – May 2011	Dudley website subscription	\$840	SLIP

Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school	\$ 0
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program	\$ 0
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 47,773 (s)
<input type="checkbox"/> Art, Music and PE Block Grant (one time) <u>Purpose:</u> Art and music enrichment	\$ 0
<input checked="" type="checkbox"/> Art, Music and PE Grant (ongoing) <u>Purpose:</u> Art and Music enrichment	\$ 76,014 (d)
<input checked="" type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring	\$ 20,566 (d)
<input checked="" type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school	\$ 134,398 (d)
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs	\$ 67,808 (s)
<input type="checkbox"/> School Improvement Program Fund <u>Purpose:</u> Improve school programs	\$ 0
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety	\$ 69,280 (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 <u>Purpose:</u> Gifted and Talented Education Program	\$ 34,417 (d)
<input checked="" type="checkbox"/> Lottery <u>Purpose:</u> Supplement, not replace, support for education	\$ 8,697 (s)
Total amount of state categorical funds allocated to this school	\$ 337,675 - district controlled \$ 124,278 - site controlled

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$ 0
<input type="checkbox"/> Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$ 0
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ 0
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 0
<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	\$ 32,707 (d)
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 0
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 0
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$ 0
Total amount of federal categorical funds allocated to this school	\$ 32,707 – district controlled \$ 0 – site controlled
Total amount of state and federal categorical funds allocated to this school	\$ 370,382 – district controlled \$ 124,278 – site controlled

Proposed Expenditures 2010/2011					Estimated Cost	Funding Source
School Counselor: 2 days/week					\$23626	SLIP
Computer Technician: site will fund 1 hour/day, district will fund 3 hours/day					\$5753	SLIP
Library Technician: additional 30min/day needed for increased circulation from Accelerated Reader program					\$2139	SLIP
Substitute teachers to cover the duties of the teachers on the Student Study Team: \$125/day/substitute x 3 days					\$375	SLIP
Harcourt Math workbooks: 120 of each grade, K-2					\$ 12500	SLIP
Copies					a. \$8303 b. \$8697	a. SLIP b. Lottery
Dudley website					\$840	SLIP
Spectrum library software					\$495	SLIP
Orchard computer program					\$5000	SLIP
Supplies					\$16000	General Fund
RISO contract					\$200	SLIP
GATE: Coordinator, class supervisors, after school class and field trips					\$4500	GATE
Accelerated Reader subscription					\$700	SLIP
Student activities and incentive programs					\$3500	Student Fund
Accelerated Reader placement software					\$3246	SLIP
Snacks during CSTs					\$600	Student Fund
Before and after school clubs					a. \$3200 b. \$3000 c. \$2050	a. Student Fund b. SLIP c. District
Playground equipment					\$2500	Student Fund
Classroom and school supplies					Remaining undesignated funds at year's end	General Fund, SLIP
Miscellaneous (Nextels, postage, STRS for stipends, etc.)					\$2500	General Fund
	<u>Student Fund</u>	<u>SLIP</u>	<u>Lottery</u>	<u>GATE</u>	<u>General Fund</u>	<u>District</u>
Starting Balance (Based on 669 CBEDS)	\$1200 (as of 5/30)	\$67808	\$8697		\$22960	\$2050
Undesignated:	\$0	\$3316	\$0		\$4260	\$0

School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Student
Alexandra Manzo				X	
Amber Christensen				X	
Caitlin Dickson					X
Claudia Chavez				X	
Claudia Searls		X			
Lisa Coronado	X				
Mark Pollock		X			
Patricia Rivas			X		
Sage Chavez-Ballard					X
Sylvia Anderson				X	
Venessa Mason		X			
Numbers of members of each category	1	3	1	4	2

Recommendations and Assurances

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

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

☒ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Gifted and Talented Education Program Advisory Committee

☐ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: 10/12/10.


Attested:

Lisa Coronado
Typed name of school principal


Signature of school principal

10/26/10
Date

Claudia Searls
Typed name of SSC chairperson


Signature of SSC chairperson

10/26/10
Date

Resources

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

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

Appendix A: Programs Funded through the Consolidated Application

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

State Programs

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

Federal No Child Left Behind (NCLB) Programs

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

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

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

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools *	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
I. Involvement															
Involve parents and community in planning and implementing the school plan	EC 52055.625(b)(1)(C), (2)(C), (e) EC 52055.620(a)(4) EC 52054 EC 35294.1(b)(2)(C) 5CCR 3932 20 USC 7115(a)(1)(E) 20 USC 6316(b)(3) 20 USC 6315(c)(1)(G) 20 USC 6314(b)(1), (2)(A)	X	X	X	X	X	X	X	X		X	X	X		
Advisory committee review & recommendations	EC 64001(a) EC 52055.620(b)(1)	X	X	X	X	X	X	X	X		X	X			
Written notice of PI status	20 USC 6316(b)(3)					X									
II. Governance and Administration															
Single, comprehensive plan	EC 64001(a), (d) EC 52853 EC 41572 EC 41507 EC 35294.1(a) 20 USC 7114(d)(2) 20 USC 6315(c)(1)(B) 20 USC 6314(b)(2)(A)	X X	X X	X X	X X	X X			X	X	X	X	X	X	X
School site council (SSC) constituted per former EC 52012	EC 64001(g)	X	X	X	X	X			X	X	X	X		X	X

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

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools**	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
SSC developed plan and expenditures	EC 64001(a)	X	X	X	X	X			X	X		X		X	X
	EC 41572													X	
	EC 41507														
	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)														
Governing board approves SPSSA	EC 64001(h)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	EC 52055.630(b)														
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			
	EC 52853	X	X	X	X	X						X			
	EC 52054						X								
	20 USC 6316(b)(3)														
	20 USC 6315(c)														
	20 USC 6314(b)(2)(A)														
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	X			
	EC 52055.620(a)(1) - (3)														
	EC 52054						X								
	20 USC 7115(a)(1)(A)										X				
	20 USC 6314(b)(1), (2)(A)														
Evaluation of improvement strategies	EC 64001(f)	X	X	X	X	X			X	X		X			

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

REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title IV, Safe & Drug-free Schools	Title V Innovative Programs	School Safety Block Grant **	Pupil Retention Block Grant	School & Library Improvement BG
students	EC 52055.620(a)(7) 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(1), (2)(A)			X	X			X			X				
Avoid Isolation or segregation	5CCR 3934	X	X	X	X	X						X			
VII. Teaching and Learning:															
Goals based on performance	EC 64001(f) 20 USC 7115(a)(1)(A)	X	X	X	X	X	X		X	X	X	X			
Define objectives	EC 52054 20 USC 7114(d)(2)(B) 20 USC 6316(b)(3)					X	X				X				
Steps to intended outcomes	EC 52054 5CCR 3930		X	X	X	X	X		X						
Account for all services	5CCR 3930		X	X	X	X			X						
Provide strategies responsive to student needs	EC 52055.620(a)(3) EC 52054 5CCR 3931 20 USC 7114(d)(2)(E) 20 USC 6315(c) 20 USC 6314(b)(2)(A)	X	X	X	X	X	X	X	X		X	X			
Describe reform strategies that:	20 USC 6314(b)(1), (2)(A)				X										
-Allow all to meet/exceed standards;	20 USC 6315(c)			X	X										
-Are effective, research based;	20 USC 6316(b)(3) 20 USC 6315(c)(1)(C) 20 USC 6314(b)(1)(B)			X	X	X									
-Strengthen core academics;	EC 52054				X		X								
-Address under-served populations;	EC 52055.625(b), (c)				X			X							
-Provide effective, timely assistance;	20 USC 6314(b)(1)(I), (2)(A)				X										

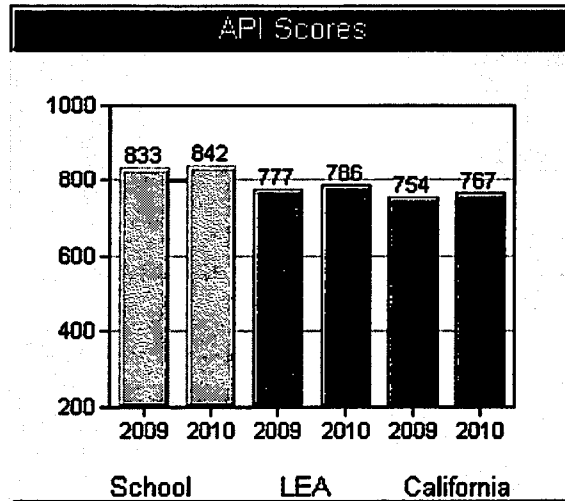
REQUIREMENTS	LEGAL CITATION	Economic Impact Aid (EIA) English Learners	EIA, State Compensatory Education	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Immediate Intervention/USP	High Priority Schools	Title II, Improving Teacher Quality	Title III, English Learners	Title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

Appendix C: School and Student Performance Data Forms

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

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

Chart A: Academic Performance Index (API) Charts



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

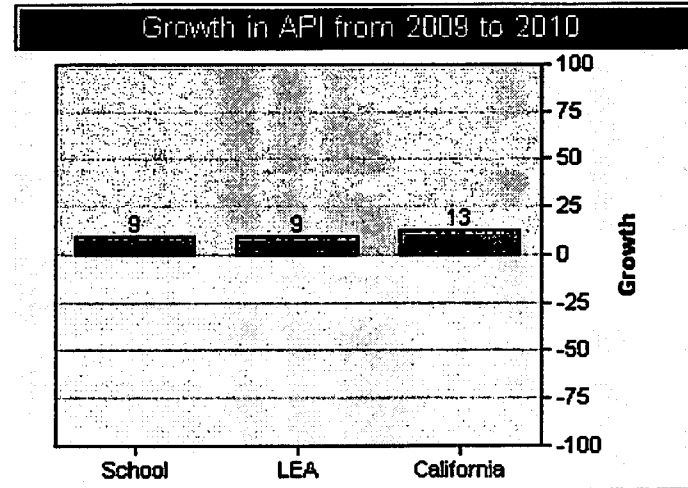


Chart B: Percent of Students who Obtained Proficiency

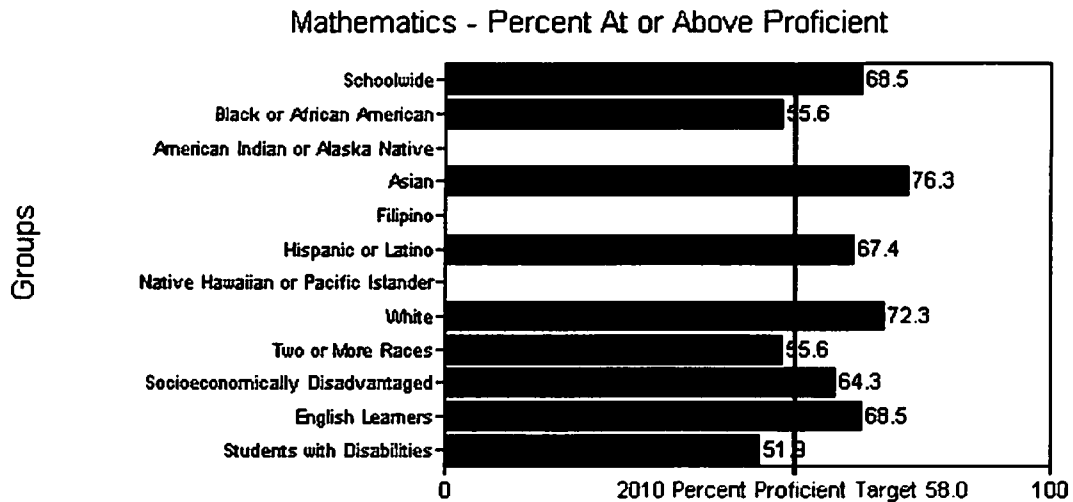
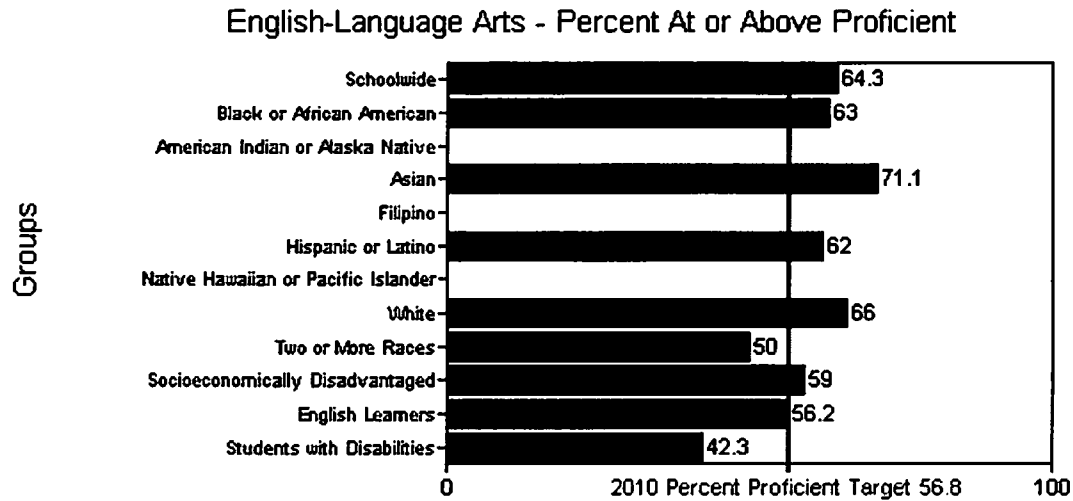


Table 1: English-Language Arts Adequate Yearly Progress (AYP) by Subgroup: CST, CMA and CAPA

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

Not Numerically Significant Subgroups in 2010: African American, Asian, American Indian, Filipino, Pacific Islander, Students with Disabilities, Two or More Races

AYP PROFICIENCY LEVEL	All Students			White			African-American			Hispanic			English Learners			Socioeconomically Disadvantaged		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100%	100%	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number At or Above Proficient	244	276	263	129	128	124	39	41	--	27	34	57	42	53	41	88	123	144
Percent At or Above Proficient	53.7%	64.6%	64.3%	55.1%	70.3%	66%	53.4%	56.2%	--	42.9%	50.7%	62%	48.8%	58.2%	56.2%	44%	53.2%	59%
AYP Target Percent Proficient	35.2%	46%	56.8%	35.2%	46%	56.8%	35.2%	46%	--	35.2%	46%	56.8%	35.2%	46%	56.8%	35.2%	46%	56.8%
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	--	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes

Conclusions indicated by the data:

1. For the first year, a subgroup did not reach the target percent proficient. 56.2% of English Learners are proficient and the 2010 target is 56.8%.
2. The White and English Learners subgroups declined in proficiency. The Hispanic and Socioeconomically Disadvantaged subgroups increased their proficiency.

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

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

Not Numerically Significant Subgroups in 2010: African American, Asian, American Indian, Filipino, Pacific Islander, Students with Disabilities, Two or More Races

AYP PROFICIENCY LEVEL	All Students			White			African-American			Hispanic			English Learners			Socioeconomically Disadvantaged		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100%	100%	100%	100%	100%	100%	100%	100%	--	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number At or Above Proficient	259	287	280	135	132	136	40	39	--	32	41	62	48	59	50	108	142	157
Percent At or Above Proficient	57%	67.4%	68.5%	57.7%	72.9%	72.3%	54.8%	53.4%	--	50.8%	61.2%	67.4%	55.8%	64.8%	68.5%	54%	61.7%	64.3%
AYP Target Percent Proficient	37%	47.5%	58%	37%	47.5%	58%	37%	47.5%	--	37%	47.5%	58%	37%	47.5%	58%	37%	47.5%	58%
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	--	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Conclusions indicated by the data:

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

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

API PROFICIENCY LEVEL		All Students			White			African-American			Hispanic			Asian		
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number (#) and Percent (%) At or Above Proficient	#	248	276	255	131	128	121	41	41	29	27	34	56			27
	%	51	63	61	53	69	64	51	54	62	42	52	55			68
Number and Percent At Basic	#	157	106	120	76	39	57	25	22	12	23	22	31			10
	%	32	24	29	31	21	30	31	29	26	35	33	31			25
Number and Percent Below Basic	#	48	44	29	20	16	7	8	8	5	10	9	8			3
	%	10	10	7	8	9	4	10	11	11	15	14	8			8
Number and Percent Far Below Basic	#	31	9	13	18	3	5	6	5	1	5	1	6			0
	%	6	2	3	7	2	3	8	7	2	8	2	6			0
TOTAL NUMBER AND PERCENT	#	486	435	417	245	186	190	80	76	47	65	66	101			40
	%	99	99	100	99	101	101	100	101	101	100	101	100			101

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

Conclusions indicated by the data:

1. Hispanic and African American students have steadily increased their proficiency each year.
 2. For the past three years, Hispanics are the lowest performing ethnic group of those considered numerically significant.
 3. A greater percentage of African American students reached proficiency (62%) than All Student combined (61%).
- ~ This data does not factor in mobility.

Table 4: Mathematics Academic Performance by Ethnicity: CST only

API PROFICIENCY LEVEL		All Students			White			African-American			Hispanic			Asian		
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number (#) and Percent (%) At or Above Proficient	#	272	278	282	139	132	139	45	39	27	53	41	66			28
	%	56	66	67	57	72	72	57	51	54	52	61	65			70
Number and Percent At Basic	#	112	95	86	60	28	31	16	24	16	13	19	22			9
	%	23	22	21	24	15	16	20	31	32	20	28	22			23
Number and Percent Below Basic	#	77	48	35	38	22	17	13	12	3	12	6	10			2
	%	16	11	8	16	12	9	16	16	6	18	9	10			5
Number and Percent Far Below Basic	#	22	4	16	8	1	5	5	2	4	6	1	4			1
	%	5	1	4	3	.5	3	6	3	8	9	1	4			3
TOTAL NUMBER AND PERCENT	#	486	434	419	245	183	192	80	77	50	65	67	102			40
	%	100	100	100	100	99.5	100	99	101	100	99	99	101			101

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

Conclusions indicated by the data:

1. No subgroup had a fewer percentage of students meet proficiency as compared to last year.
 2. African American students did not meet the increased state goal of 58% proficiency.
- ~ This data does not factor in mobility.

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

API PROFICIENCY LEVEL		Grade: 2			Grade: 3			Grade: 4			Grade:5		
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number (#) and Percent (%) At or Above Proficient	#	65	69	60	58	70	49	68	90	72	57	56	74
	%	52	58	57	49	60	47	62	80	69	45	52	72
Number and Percent At Basic	#	31	34	26	46	28	44	30	14	26	50	33	24
	%	25	29	25	38	24	42	27	12	25	39	31	24
Number and Percent Below Basic	#	20	13	11	8	14	11	7	7	4	13	15	3
	%	16	11	10	7	12	10	6	6	4	10	14	3
Number and Percent Far Below Basic	#	9	2	8	8	5	2	6	2	2	8	4	1
	%	7	2	8	7	4	2	5	2	2	6	4	1
TOTAL NUMBER AND PERCENT*	#	125	118	105	120	117	106	111	113	104	128	108	102
	%	100	100	100	101	100	101	100	100	100	100	101	100

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

Conclusions indicated by the data:

1. The third grade students dropped in proficiency from second grade. Also the third grade teachers had fewer student reach proficiency than in the previous year.
2. Each year fifth grade has made significant improvement in the percentage of students reaching proficiency. This year only four percent of students were in the below basic and far below basic range.

~ This data does not factor in mobility.

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

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

API PROFICIENCY LEVEL		Grade: 2			Grade: 3			Grade: 4			Grade:5		
		2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number (#) and Percent (%) At or Above Proficient	#	79	68	67	86	86	75	64	85	74	43	61	66
	%	64	57	64	72	74	70	58	75	71	34	53	65
Number and Percent At Basic	#	25	33	15	17	22	25	29	19	23	41	25	23
	%	20	28	14	14	19	23	26	17	22	32	22	23
Number and Percent Below Basic	#	15	16	13	15	9	5	15	9	7	32	18	10
	%	12	14	12	13	7	5	14	8	7	25	16	10
Number and Percent Far Below Basic	#	5	1	10	2	0	2	3	0	1	12	12	3
	%	4	1	10	2	0	2	3	0	1	9	10	3
TOTAL NUMBER AND PERCENT*	#	124	118	105	120	117	107	111	113	105	128	116	102
	%	100	100	100	101	100	100	101	110	101	100	101	101

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

Conclusions indicated by the data:

1. Twenty-two percent of second graders scored in the below basic and far below basic range, which is a concern.
 2. The percentage of students reaching proficiency in third grade remains consistent.
 3. The percentage of students reaching proficiency in fifth grade is steadily increasing.
- ~ This data does not factor in mobility.

Table 7: Content Cluster Breakdown

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

	Reading									Writing					
	Word Analysis and Vocabulary Development			Reading Comprehension			Literary Response and Analysis			Written Conventions			Writing Strategies		
Year	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Grade 2															
Number Possible	22			15			6			14			8		
Mean Percent Correct	68	71	72	61	66	66	67	80	79	69	71	70	48	61	57
Grade 3															
Number Possible	20			15			8			13			9		
Mean Percent Correct	74	76	74	70	68	73	75	74	82	70	74	67	60	72	68
Grade 4															
Number Possible	18			15			9			18			15		
Mean Percent Correct	74	85	77	61	77	74	68	77	72	67	76	76	60	62	69
Grade 5															
Number Possible	14			16			12			17			16		
Mean Percent Correct	68	71	71	56	66	69	65	68	75	70	72	73	54	68	74

	Math														
	Place Value, Addition and Subtraction			Multiplication, Division and Fractions			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
Year	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Grade 2															
Number Possible	15			23			6			14			7		
Mean Percent Correct	76	76	75	70	76	73	79	73	73	70	72	77	72	73	77

	Math														
	Place Value, Fractions and Decimals			Addition, Subtraction, Multiplication and Division			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
Year	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Grade 3															
Number Possible	16			16			12			16			5		
Mean Percent Correct	79	81	79	76	79	77	77	83	75	80	85	83	90	87	86

	Math														
	Decimals, Fractions and Negative Numbers			Operations and Factoring			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
Year	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Grade 4															
Number Possible	17			14			18			12			4		
Mean Percent Correct	75	82	84	73	80	75	75	85	86	65	75	70	71	80	80

	Math														
	Estimation, Percents and Factoring			Operations with Fractions and Decimals			Algebra and Functions			Measurement and Geometry			Statistics, Data Analysis and Probability		
Year	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Grade 5															
Number Possible	12			17			17			15			4		
Mean Percent Correct	51	64	68	55	66	68	63	71	68	44	59	62	72	82	87

Conclusions indicated by the data:

English Language Arts:

1. Literary Response and Analysis is the highest content cluster.
2. Writing Strategies is the lowest content cluster.

Mathematics:

1. Third graders increased their proficiency in all areas compared to their scores in second grade.
 2. There is not one content cluster area in which students all scored high or scored low.
- ~ This data does not factor in mobility.

Table 8: California English Language Development (CELDT) Data

Grade	2008/2009 and 2009/2010 California English Language Development Test (CELDT) Results											
	# Advanced		# Early Advanced		# Intermediate		# Early Intermediate		# Beginning		Number Tested	
	08/09	09/10	08/09	09/10	08/09	09/10	08/09	09/10	08/09	09/10	08/09	09/10
K	Not Available											
1	0	0	7	1	4	12	6	2	0	2	17	17
2	5	0	6	4	8	8	2	4	1	0	22	16
3	2	2	7	9	9	9	4	2	1	0	23	22
4	6	1	6	5	9	7	1	3	0	0	22	16
5	0	2	5	7	3	2	0	0	2	0	10	11
Total	13	5	31	26	33	38	13	11	4	2	94	82

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

Students Meeting CELDT Criterion* 2009/2010						
Grade	First	Second	Third	Fourth	Fifth	Total
# Tested	17	16	22	16	11	82
% Meeting Criterion	6	25	50	38	82	38

Conclusions indicated by the data:

1. The majority of students in grades one through five are classified "Intermediate" English language learners.
2. 38% of all English Learners met State Board of Education Criterion for English Proficiency.* This is a decrease from 46% in 2008/2009.

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

*Chart C: English Language Advisory Committee
Needs Assessment Survey, 58 submitted
(This is a summary of 2009 data.
When the 2010 data is available, it will replace this 2009 summary.)*

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

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

(36) Strongly agree (22) Agree

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

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

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

(41) Strongly agree (17) Agree

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

(42) Strongly agree (16) Agree

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

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

(There were three missing responses to this question.)

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

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

(There were two missing responses to this question.)

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

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

Table 9: Percent Apportionment Attendance

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

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

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

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

Dudley Elementary

ADA Profile Reports 2009/2010

Month #	Month's Dates:	% Apportionment Attendance / Month
1	08/05/09 - 08/28/09	96.90%
2	08/31/09 - 09/25/09	96.26%
3	09/28/09 - 10/23/09	95.32%
4	10/26/09 - 11/20/09	94.86%
P-1	08/05/09 - 11/20/09	95.83%
5	11/23/09 - 12/18/09	95.18%
6	01/04/10 - 01/29/10	95.56%
7	02/01/10 - 02/26/10	95.11%
8	03/01/10 - 03/26/10	95.38%
P-2	08/05/09 - 03/26/10	95.56%
9	04/06/10 - 04/23/10	95.61%
10	04/26/10 - 05/21/10	95.22%
11	05/24/10 - 05/27/10	95.18%
Annual	08/05/09 - 05/28/10	95.53%

Conclusions indicated by the data:

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

Appendix D: Student Demographic Data Summary

School Demographic Characteristics October 2009 CBEDS																	
Female									Male								
	Am. Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American Not Hispanic	White	Two or more races, not Hispanic	Am. Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic Or Latino	African American Not Hispanic	White	Two or more races, not Hispanic	Total
Kdg	1	4		2	16	10	32	1	1	7	1	1	6	3	33	1	118
1 st		4	1		11	7	35	10		4			5	9	20	5	111
2 nd	2	2		2	7	5	21	14		7			11	3	22	4	99
3 rd		4		1	11	3	22	11		3		1	8	7	29	9	109
4 th		6			5	9	24	5		2	1		10	6	29	11	108
5 th		7	1	1	7	6	28	4		7	1	1	9	9	22	4	109
SDC					1	3	4		1						2		11
Total	3	27	2	6	58	43	166	45	2	30	3	3	50	37	157	34	665

Ethnic/Racial*	Percent	Parent Education Level	Percent
Black or African American	13	Percent with a response *	93
American Indian or Alaska Native	1	Of those with a response:	
Asian	9	Not a high school graduate	5
Filipino	2	High school graduate	19
Hispanic or Latino	23	Some college	41
Native American or Pacific Islander	1	College graduate	28
White (not of Hispanic origin)	46	Graduate school	7
Two or More Races	4	<i>*This number is the percentage of student answer documents with stated parent education level information.</i>	
<i>*These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.</i>			
Participants in Free or Reduced-Price Lunch	59	Average Parent Education Level	Average
English Learners	13	The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."	3.12
Reclassified Fluent English Proficient	12		
Participants in GATE	4		
Students with Disabilities	12		
Multi-track, Year-round School Mobility	No	Fully Credentialed Teachers	Percent
School, CBEDS Date	92	Teachers with Emergency Credentials	Not included
LEA, CBEDS Date	93		Not included
This is a percentage of students who were counted as part of the school or LEA's enrollment on the October 2009 CBEDS data collection and who have been continuously enrolled since that date.		Enrollment in Grades 2-11 on First Day of Testing	Number
Average Class Size		Students Exempted from STAR Testing Per Parent Written Request	446
<u>Grades</u>	<u>Average</u>	Number of Students Tested	446
K-3	Not included	Enrollments	Percent
4-5	Not included	Grade 2	24
		Grades 3-5	76

Appendix E: Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

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

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

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

Staffing and Professional Development

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

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

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

N/A

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

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

A targeted learning class has been created in first grade. Students can move into this class to receive intensive, focused English-Language Arts instruction. Students who show significant progress towards the standards may move out of the class and into a heterogeneous class at the same grade level. The Academic Coordinator, resource teacher, resource instructional assistant, and English language instructional assistant pull provide push-in support as needed.

A half-time Academic Coordinator will provide small group instruction during the school day for students who scored Far Below Basic and Below Basic on the California Standards Test.

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

suggestions for modifications in lessons for English learners and students not meeting standards.

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

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

A targeted learning class has been created in first grade. Students can move into this class to receive intensive, focused English-Language Arts instruction. Students who show significant progress towards the standards may move out of the class and into a heterogeneous class at the same grade level.

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

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

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

Involvement

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

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

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)

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

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

Funding

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

Dudley Elementary receives two categories of funds that can be used to target underperforming students. Lottery monies are used to purchase copies used for homework and class assessments. The School and Library Improvement Program Block Grant (SLIP) is used to fund a computer technician one hour per day to support the Orchard and Accelerated Reader computer program. The SLIP fund also is used for the salary of a .4FTE school counselor to increase student connectedness. This fund is used to hire substitutes to cover classes while the teacher is in SST meetings to discuss individual students' progress, to purchase unlimited copies for staff through the district's copy center and to purchase supplemental materials and software.

o

Appendix F: School Site Council By-Laws

ARTHUR S. DUDLEY SCHOOL SITE COUNCIL BY-LAWS

ARTICLE I

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

ARTICLE II

Section 1: Purpose

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

Section 1a

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

Section 1b

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

Section 1c

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

ARTICLE III:

Section 1: Membership

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

Section 1a

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

Section 1b

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

Section 1c

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

Section 1d

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

Section 2: Terms of Office

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

Section 3: Selection of Membership

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

Section 3a

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

Section 4: Vacancy

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

Section 4a

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

ARTICLE IV: OFFICERS

Section 1: Council Officers Composition and Duties

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

Section 1a

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

Section 1b

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

Section 1c

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

ARTICLE V

Section 1: Election of Officers

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

Section 2: Removal of Officers

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

Section 3: Vacancy of Offices

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

ARTICLE VI

Section 1: Meetings

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

Section 1a

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

Section 1b

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

Section 1c

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

Section 2

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

ARTICLE VII

Section 1: Quorum

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

Section 2: Decisions of the Council

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

Section 2a: Committees

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

Section 2b: By-Laws

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

Appendix G: Use of Resources

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

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

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

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

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

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

Expenditures are allowable if they:

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

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

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

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

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

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

The district may also reserve funds for:

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

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

Appendix H: Acronyms and Specialized Terms

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

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	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 and School Leadership Team	
EC	Education Code	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html
EL	English Learner	http://www.cde.ca.gov/ta/cr/el

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.wascweb.org

Center Unified School District

AGENDA REQUEST FOR

DEPT./SITE: Spinelli Elementary

ACTION ITEM X

TO: Board of Trustees

INFORMATION ITEM

DATE: November 1, 2010

ATTACHED PAGES 5 1/2

FROM: Kristin Schmieder

PRINCIPAL'S INITIALS K.S.

SUBJECT:

I am submitting Spinelli's Single Plan for Student Achievement for the 2010 School Year for Board approval.

RECOMMENDATION:

CONSENT AGENDA

***Center Joint Unified School District
Single Plan for Student Achievement
2010-2011 School Year***



***Spinelli Elementary School
Principal: Kristin Schmieder***

The Single Plan for Student Achievement

Cyril Spinelli Elementary School
Center Unified School District

34-73973-6032924
CDS Code

Date of this revision: October 2010

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

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

Contact Person: Kristin Schmieder

Position: Principal

Telephone Number: 916-338-6490

Address: 3401 Scotland Dr., Antelope, CA 95843

E-mail Address: kriss@centerusd.org

The District Governing Board approved this revision of the School Plan on November 17, 2010.

Table of Contents

<u>School Vision and Mission</u>	<u>3</u>
<u>School Profile</u>	<u>3</u>
<u>Analysis of Current Instructional Program</u>	<u>5</u>
<u>Analysis of Current Educational Practice Healthy Start</u>	<u>8</u>
<u>Analysis of Current Educational Practice Title 1</u>	<u>9</u>
<u>Analysis of Current Educational Practice Interventions</u>	<u>10</u>
<u>Student Performance Data Summary</u>	<u>12</u>
<u>State Accountability: Academic Performance Index (API)</u>	<u>13</u>
<u>Federal Accountability: Adequate Yearly Progress (AYP)</u>	<u>14</u>
<u>Table 1a: Academic Performance by Grade Level Language Arts</u>	<u>15</u>
<u>Table 1b: Academic Performance by Grade Level Mathematics</u>	<u>16</u>
<u>Table 2: Annual Measurable Objectives English Language Arts</u>	<u>17</u>
<u>Table 3: Annual Measurable Objectives Mathematics</u>	<u>18</u>
<u>Table 4: 2008 Physical Fitness Report</u>	<u>19</u>
<u>Table 5: CELDT data</u>	<u>20</u>
<u>Planned Improvements in Student Performance: Goal 1</u>	<u>21</u>
<u>Planned Improvements in Student Performance: Goal 2</u>	<u>23</u>
<u>Planned Improvements in Student Performance: Goal 3</u>	<u>25</u>
<u>Planned Improvements in Student Performance: Goal 4</u>	<u>27</u>
<u>Use of Fiscal Resources</u>	<u>29</u>
<u>State Programs included in this plan</u>	<u>31</u>
<u>Federal Programs included in this plan</u>	<u>32</u>
<u>Centralized Services Expenditures</u>	<u>33</u>
<u>School Site Council Membership</u>	<u>34</u>
<u>Recommendations and Assurances</u>	<u>35</u>
<u>Acronyms and Specialized Terms</u>	<u>36</u>
<u>School Compact</u>	<u>39</u>
<u>Parent Involvement Plan</u>	<u>40</u>
<u>Site Council Bylaws</u>	<u>45</u>
<u>School Accountability Report Card</u>	<u>Blue</u>

School Mission, Vision, and Goals

Mission

At Cyril Spinelli Elementary School all students are offered an educational environment designed to foster lifelong learning and create honorable citizens. Students develop habits of the mind which lead them to be flexible thinkers, problem solvers, and team players.

The school environment promotes powerful learning opportunities, and provides curriculum rich in a variety of genres. Activities are meaning centered and relevant, address various learning styles and multiple intelligences, encourage creativity, emphasize problem solving, incorporate authentic assessments, utilize technology, and reflect an appreciation and respect for cultural diversity.

Vision

Students attending Spinelli Elementary will develop their intellectual, aesthetic, physical and emotional abilities to their fullest potential. All students will become avid readers and active participants in the learning process. They will be given ample opportunities to construct meaning from the challenging, culturally diverse curriculum. Computer technology will play an important role by engaging students in standards based instruction. Upon graduation from Cyril Spinelli Elementary School, the students will be socially responsible, effective communicators, problem solvers, and lifelong learners.

Goals

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

School Profile

Cyril Spinelli Elementary is one of four elementary schools in Center Joint Unified School District, located adjacent to Midtown Park in Antelope, CA within a dynamic community of economic and social diversity. Spinelli Elementary opened in 1965 and serves students from pre-school through fifth grade with a current enrollment of approximately 340 students.

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

Students who attend Cyril Spinelli Elementary reach or exceed the grade level standards through the *Open Court Reading Program* and *Harcourt School Publishers Math Program* in grades K-5.

Following the ancient adage, “It takes a village to educate a child...”, we believe the parents and community play an integral part in the success of our students. Therefore, we encourage the participation of parents, community members, and business partners.

To our students and their families we pledge to provide an enriching education to include:

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

Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC), which are in effect until the reauthorization of the ESEA (Elementary and Secondary Education Act) is fully implemented. These statements may be used to discuss and develop findings that characterize the instructional program at this school for students:

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

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

Standards, Assessment, and Accountability

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

Staffing and Professional Development

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

Teaching and Learning

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

- In the 2001-2002 School Year we adopted the *Harcourt Math Program*. In the 2009-2010 school year we implemented the *Harcourt School Publishers Math Program*. With the adoption of *Open Court 2002*, our school-wide Title 1 program purchased \$40,000.00 in supplemental materials, such as extra reading trade books and listening centers with books on CD, to address the various learning styles and modalities of our student population. In addition, \$10,000.00 was spent at the end of the 03-04 school year to replace consumable, supplemental materials to be used in the 04-05 school year. In the 04-05 school year, each grade level spent \$10,000.00 for standards-based supplemental materials to support the core curriculum and enhance the classroom environment. In the 05-06 school year, each teacher received an allotment to purchase additional instructional materials to support the core curriculum. In the 06-07 SY, supplemental materials were purchased to give additional support to our neediest students. In the 07-08 school year, we implemented a learning center model where grade level students participate in small group instruction in the core subjects to meet grade level standards. We operate two state of the art computer labs to accommodate students grades K-5.

Opportunity and Equal Educational Access

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

Involvement

- We have a part time ELD teacher to serve the needs of our English Learners.
- We have a school English Language Advisory Committee (ELAC) and District English Language Advisory Committee (DELAC-) for our non-English speaking parents.
- At the beginning of each school year, we hold FAST (Family and School Team) meetings with the families of our at risk students to get necessary interventions in place ASAP.
- We have on-site translators to bridge the language barrier between our non-English speaking parents and the school.
- Student Study Team meetings are held weekly to address students with academic, social and/or emotional needs which impede their learning.
- We have a Healthy Start Program/Family Resource Center on our campus offering outreach services for our students and their families.
- Students and their families have access to our school library.

- Student attendance is emphasized by the teaching staff, office staff, and administration by communicating with families when their child is absent.
- Student health issues are addressed by either our district nursing department or Healthy Start/Family Resource Center office.
- Parent support/participation/involvement is encouraged and welcomed at Spinelli.

Funding

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

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Healthy Start/Family Resource Center

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

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

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Title 1

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

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

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Intervention Program

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

How do we meet the physical needs of our students?

Approximately one-fourth of our students eat breakfast at school daily, and three-fourths eat school lunch .	We have a clothes closet for students in need.	Through a partnership with the Antelope Mom's Club , we are able to provide school supplies, backpacks, and clothing for students.	We refer families for immediate food needs. We host families for Thanksgiving and Christmas meals. We provide toys and clothing to needy families at Christmas.
--	---	---	--

How do we meet the social needs of our students?

The social needs of our students are met through the <i>Second Step Violence Prevention</i> curriculum used in classrooms weekly.	Primary Intervention Program We have PIP on our campus for students who may "fall through the cracks"; giving them tools for developing friendships.	Spinelli Buck Store Every Friday students who received Spinelli bucks for "doing the right thing" get to shop for items in our Spinelli Buck store.	To recognize and show the importance of positive behavior choices, we have Tiger Days where we celebrate "Students of the Month", and give all students the opportunity to be team players and build self confidence by creating performances for the student body.
School Clubs: Walking Club	Peacekeeper Program Students who qualify must maintain good grades, be role models for their peers, and have the skills to help students resolve conflicts in a peaceful manner.	We have a buddy check in system where students who have difficulty making appropriate social choices check-in with a staff member on a daily basis.	P.E. Interns We have a partnership with CSUS Physical Education Department, where we host P.E. Interns for eight week cycles as student teachers. Our students learn a variety of physical fitness activities, and develop a teamwork approach to sports activities.

How do we meet the emotional needs of our students?

Spinelli was awarded a \$400,000.00 Healthy Start Grant in June of 2000. Our Healthy Start program is still in operation today, extending the grant far beyond the initial three years of funding.	Through Terkensha Mental Health , our families have access to mental health services increasing students' abilities to function in school, at home, and in the community. These services are provided on the Spinelli campus.	We are fortunate to have staff members who check-in daily with students needing emotional and/or academic support.	Occasionally we make home visits to support students who need that connection to be successful in school.
---	--	--	--

How do we meet the academic needs of our students?

Being a School-wide Title 1 school, we offer a variety of interventions to meet the needs of all learners. These interventions can be extra materials to support the curriculum, instructional specialists or teachers working with students, computers and computer labs, and/or Accelerated Reader books.	UnitedStreaming , an online video clip program designed to offer real-life visual and audio cues on a number of educational topics, provides students with background knowledge necessary for concept attainment.	Our English Learners receive instruction in English Language via the <i>Avenues Curriculum</i> , and SDAIE strategies throughout the school day. All students participate in the Step Up to Writing program.	We have a Title 1 teacher , and academic coordinator , and 3 instructional specialists who work one-on-one or in small groups with students using a pull-out/ push-in model throughout the school day to bring struggling students up to the grade level standards.
We work with our site Child Development Center (on-site daycare) to bridge the gap between school and home by providing grade level textbooks so their staff can help students complete homework during "homework club" at CDC.	Staff Development to improve and strengthen our teachers' abilities to deliver a quality education. We provide in-services on behavior management, strategies and techniques for reaching the reluctant learner, curriculum delivery, and technology to extend student learning.	To increase school attendance , we also recognize students with perfect attendance at our Tiger Days. We make daily phone calls home for every student absence.	For a struggling student, the day begins with before school intervention , where the student works on reading and/or math skills. Before school intervention also utilizes one-on-one sessions with a teacher or instructional specialist. This program is offered daily.

STUDENT PERFORMANCE DATA SUMMARY

School Demographic Characteristics October, 2009 CBEDS

Male									Female								
	Am. Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American Not Hispanic	White	Multiple or no response	Am. Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American Not Hispanic	White	Multiple or no response	Total
Kdg	1	2			5	3	11		1	4			6	1	7	1	42
1st		3			4	4	8	4					4	1	10	4	42
2nd		4			6		6			4			9	2	6	2	39
3rd		3			3	2	12			2	1		6	4	18	3	53
4th	1	3	1		2	1	14	1		2			4	7	9		44
5th		1			6		14	2		1		1	6	5	14	1	51
Ungraded	2	3	1		5	8	10			1			3	4	9		46
Total	4	17	2	0	31	18	75	7	1	14	1	1	38	24	73	11	317

Ethnic/Racial (STAR)

Percent

African American	12
American Indian	2
Asian	10
Filipino	0
Hispanic or Latino	25
Pacific Islander	1
White (not Hispanic)	47
Two or more races	1
These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.	

Parent Educational Level (STAR) Percent

*Parent with a response	100
Of those with a response	
Not a high school graduate	13
High school graduate	33
Some College	35
College graduate	14
Graduate	5

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

Participants in Free or Reduced Price Lunch (STAR)	Percent
	73

Average Parent Educational Level	2.65
The average of all responses where "1" represents "Not a high school Graduate" and "5" Graduate school."	

English Learners (STAR)	Percent
Reclassifies Fluent English (RFEP)	23
Students with Disabilities (STAR)	11
Multi-track year-round school	21
	no

Fully credentialed teachers	Percent
	100

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

School Mobility (STAR)	89
This is the percent of students who were Counted in October 2008 CBEDS.	

Enrollment in grades 2-11 on first Day of testing (STAR)	Number
	230

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

Number of students excused from testing (STAR) per parent written request	1
---	---

Number of Students Tested (STAR)	229
----------------------------------	-----

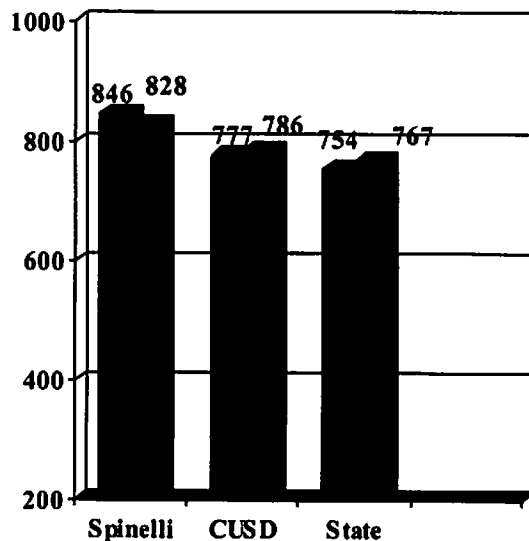
State Accountability: Academic Performance Index (API)

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

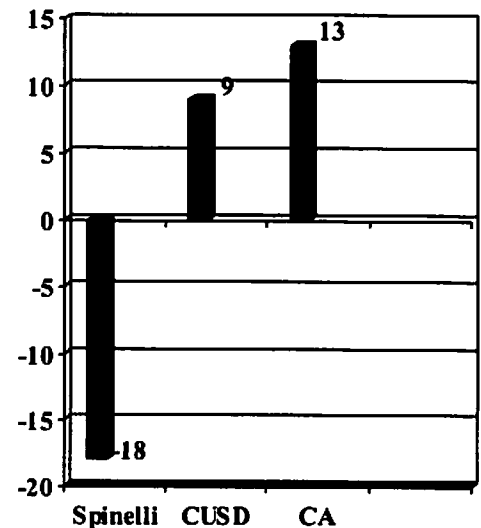
STAR 2010 Percent Tested	Number Included in the 2010 API	2010 API (Growth)	2009 API (Base)	2009-10 Growth Target	2009-10 Growth	Met Target School-wide	Met Target Comparable Improvement
100	201	828	843	A	-18	yes	yes

Student Groups	Number of Pupils Included in 2010 API	Numerically Significant	2010 Subgroup API Growth	2009 Subgroup API Base	2009-10 Subgroup Growth Target	Met 2009-2010 Subgroup Growth Target
African American, not Hispanic	25	no	n/a	n/a	n/a	n/a
American Indian or Alaska Native	3	no	n/a	n/a	n/a	n/a
Asian	20	no	n/a	n/a	n/a	n/a
Filipino	1	no	n/a	n/a	n/a	n/a
Hispanic or Latino	47	no	726	n/a	n/a	n/a
Pacific Islander	2	no	n/a	n/a	n/a	n/a
White not Hispanic	100	yes	846	863	A	yes
Economically Disadvantaged	149	yes	825	831	A	yes
English Learners	58	yes	802	833	A	yes
Students with Disabilities	44	no	n/a	n/a	n/a	n/a

API Scores from 2009 to 2010



Growth in API from 2009 to 2010



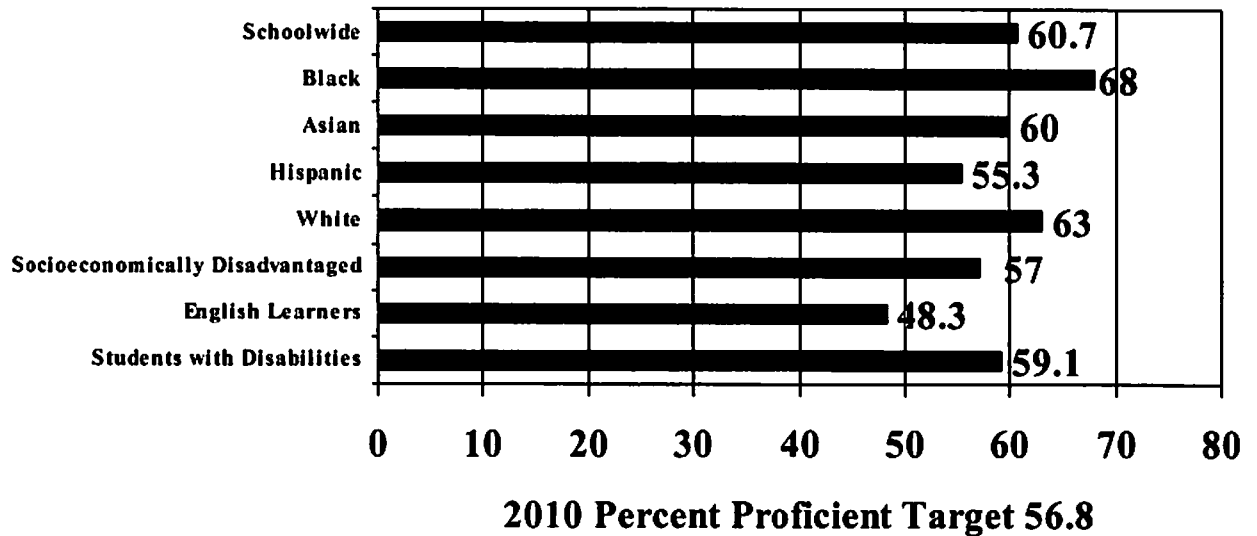
Federal Accountability: Adequate Yearly Progress (AYP)

Met AYP Criteria
Participation Rate
Percent Proficient
API

English-Language Arts
Yes
Yes
Yes

Mathematics
Yes
Yes
Yes

English Language Arts- Percent At or Above Proficient



Mathematics- Percent At or Above Proficient

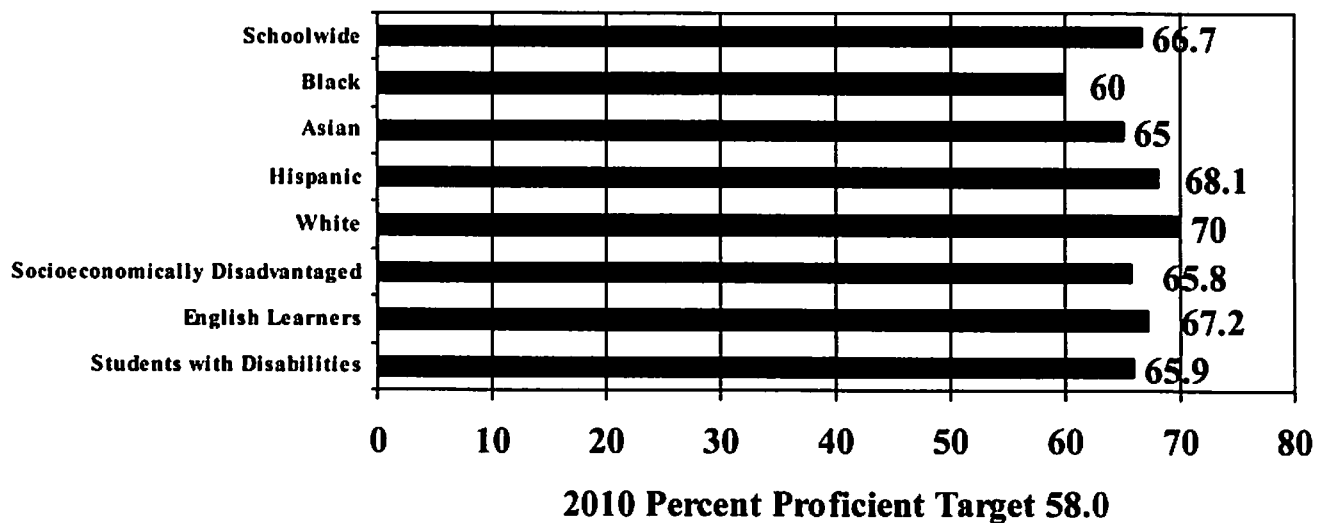


Table 1a: Academic Performance by Grade Level-Language Arts

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE											
		Grade: 2			Grade: 3			Grade: 4			Grade: 5		
		'08	'09	'10	'08	'09	'10	'08	'09	'10	'08	'09	'10
Percent At or Above Proficient	%	65	73	53	48	48	29	56	79	80	33	49	70
Percent At Basic	%	20	21	24	35	33	40	23	17	13	47	41	21
Percent Below Basic	%	9	4	13	12	15	28	16	0	7	14	6	9
Percent Far Below Basic	%	6	2	10	5	4	3	5	3	0	5	4	0
TOTAL NUMBER /	#	54	52	51	60	46	65	61	59	56	57	49	57
% OF STUDENT POPULATION	%	100	100	100	100	100	100	100	100	100	100	100	100

Conclusions indicated by the data:

1. In grades 2 and 3, there was a noticeable decline in the percentage of students scoring at or above proficient compared to the prior year. There was a significant increase in the number of students scoring in the BB and FBB categories.
2. In grades 4 and 5, there was a significant increase in the percentage of students scoring at or above proficient compared to the prior year. These grade levels should be commended for eliminating students in the FBB category for ELA.

Table 1b: Academic Performance by Grade Level-Mathematics

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE											
		Grade: 2			Grade: 3			Grade: 4			Grade: 5		
		'08	'09	'10	'08	'09	'10	'08	'09	'10	'08	'09	'10
Percent At or Above Proficient	%	69	84	61	73	74	42	64	75	70	30	54	74
Percent At Basic	%	20	12	22	13	11	34	18	24	29	30	22	21
Percent Below Basic	%	4	4	14	10	15	20	15	2	1	26	20	4
Percent Far Below Basic	%	7	0	3	3	0	4	3	0	0	14	4	1
TOTAL NUMBER /	#	54	52	51	60	46	65	61	59	56	52	50	57
% OF STUDENT POPULATION	%	100	100	100	100	100	100	100	100	100	100	100	100

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

Conclusions indicated by the data:	
1.	In grades 2 and 3, there was a noticeable decline in the percentage of students scoring at or above proficient compared to the prior year. There was a significant increase in the number of students scoring in the BB and FBB categories
2.	In grades 4 and 5, there was a significant increase in the percentage of students scoring at or above proficient compared to the prior year. These grade levels should be commended for only having one student in the FBB category for Math.

English-Language Arts
Target 56.8 %
Met all percent proficient rate criteria? Yes

<u>GROUPS</u>	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent At or Above Proficient</u>	<u>Met 2009 AYP Criteria</u>	<u>Alternative Method</u>
Schoolwide	201	122	60.7	Yes	
African American or Black (not of Hispanic origin)	25	17	68.0	--	
American Indian or Alaska Native	3	--	--	--	
Asian	20	12	60.0	--	
Filipino	1	--	--	--	
Hispanic or Latino	47	26	55.3	--	
Pacific Islander	2	--	--	--	
White (not of Hispanic origin)	100	63	63.0	Yes	
Two or More Races	2	--	--	--	
Socioeconomically Disadvantaged	149	85	57.0	Yes	
English Learners	58	28	48.3	No	
Students with Disabilities	44	26	59.1	--	

Conclusions indicated by the data:

1. Over 60% of the students scored At or Above Proficient.
2. All significant population subgroups excluding English Learners met AYP criteria in ELA.

Table 3: Mathematics Annual Measurable Objectives (AMOS)

Mathematics Target 58.0 % <u>Met all percent proficient rate criteria? Yes</u>					
<u>GROUPS</u>	<u>Valid Scores</u>	<u>Number At or Above Proficient</u>	<u>Percent At or Above Proficient</u>	<u>Met 2009 AYP Criteria</u>	<u>Alternative Method</u>
Schoolwide	201	134	66.7	Yes	
African American or Black (not of Hispanic origin)	25	15	60.0	--	
American Indian or Alaska Native	3	--	--	--	
Asian	20	13	65.0	--	
Filipino	1	--	--	--	
Hispanic or Latino	47	32	68.1	--	
Pacific Islander	2	--	--	--	
White (not of Hispanic origin)	100	70	70.0	Yes	
Two or More Races	2	--	--	--	
Socioeconomically Disadvantaged	149	98	65.8	Yes	
English Learners	58	39	67.2	Yes	
Students with Disabilities	44	29	65.9	--	

Conclusions indicated by the data:
1. Over 66% of the students scored At or Above Proficient in Math.
2. All significant population subgroups met AYP criteria in Math.

Table 4: 2009 Physical Fitness Report

2010 Physical Fitness Report Summary of Results			
Physical Fitness Tasks	Total Tested	% in HFZ (Healthy Fitness Zone)	% not in HFZ (Healthy Fitness Zone)
Abdominal Strength	57	96.5	3.5
Aerobic Capacity	58	82.8	17.2
Body Composition	61	71.5	29.5
Flexibility: Shoulder Stretch Left	58	41.4	58.6
Flexibility: Shoulder Stretch Right	58	44.8	55.2
Trunk Strength	59	96.6	3.4
Upper Body Strength	58	70.7	29.3

Conclusions indicated by the data:

1. At least 70% of all fifth graders met or exceeded the requirements in each of the physical fitness tasks excluding the areas within flexibility.

Table 5: California English Language Development (CELDT) 09-10 Data

Grade	California English Language Development Test (CELDT) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Total Tested	
	#	%	#	%	#	%	#	%	#	%	#	%
K	0	0	0	0	0	0	0	0	0	0	0	0
1	2	14	2	14	8	57	2	14	0	0	14	100
2	0	0	4	27	8	53	2	13	1	7	15	100
3	2	11	3	16	11	58	3	6	0	0	19	100
4	0	0	6	43	7	50	1	7	0	0	14	100
5	1	14	4	57	1	14	1	14	0	0	7	100
Total	5	7	19	28	35	51	9	13	1	1	69	

Conclusions indicated by the data:

1. 7% of the EL students scored Advanced. 28% scored Early Advanced. 51% scored Intermediate. 13% scored Early Intermediate, and 1% scored Beginning.

Planned Improvements in Student Performance

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

SCHOOL GOAL # <u>1</u> Scores will reflect a two percent increase in the number of students performing in the Proficient and Advanced categories on the CST assessment in Language Arts.	
The students in the following subgroups and grade levels will participate in this goal: <ul style="list-style-type: none"> All students, Title 1, English Learners 	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> Two percent increase in the number of students performing in the Proficient and Advanced categories on the CST assessment in Language Arts
Means of evaluating progress toward this goal: <ol style="list-style-type: none"> STAR leveled reading assessment CST for Language Arts Administrator and teacher meetings Title 1 support Accelerated Reader Open Court and Fluency Assessments 20 Day Standards based assessments FAST meetings DWA, <i>Step Up To Writing Program</i> Cut-Points Checklist Before school Intervention program California Frameworks Blueprints SuccessMaker Best Instructional Practices staff development Read Naturally Computer Program San Diego Quick, BPST, APST Assessments SIPPS Reading Program SDAIE Strategies, <i>Avenues Curriculum</i> 	Group data to be collected to measure academic gains: <ol style="list-style-type: none"> 20 day standards assessment Accelerated Reader reports STAR leveled reading reports Report Cards EL report cards Frequent progress reports to parents DWA assessments Open Court assessments CST data for Language Arts SuccessMaker reports SIPPS Assessments San Diego Quick, BPST, APST Assessments EL Standards Checklists Fluency Assessments District Writing Rubric

Actions to be Taken to Reach This Goal	Start /Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Extended learning time before school	August 10 - May 2011	Intervention teachers & Instructional Specialists	\$18,000.00	Title 1
Push-in or Pull out programs during the day	August 10 - May 2011	1 teacher, 1 Academic Coordinator & 3 Inst. Spec.	\$250,000.00	Title 1
Supplemental Services (AR, Read Naturally, SuccessMaker)	August 10 - May 2011	Currently have programs	None	
ELL Avenues curriculum	August 10 - May 2011	Currently have curriculum	None	
Small group instruction during workshop	August 10 - May 2011	None	None	
The administration meets with the teachers at least 3 times throughout the year to discuss student progress	August 10 - May 2011	Substitutes for teacher mtg.	\$1,000.00	Title 1
Staff Development	August 10 - May 2011	Materials/handouts	\$1,000.00	District
Communication by the teachers with parents	August 10 - May 2011	Email, telephone, weekly grade reports, ABI access to grades and attendance	\$500.00	General Fund
School and/or classroom newsletter with web pages and other resources for parents to access which support student learning.	August 10 - May 2011	Copy Paper	\$500.00	General Fund

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

Actions to be Taken to Reach This Goal	Start /Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Extended learning time before school	August 10 - May 2011	Intervention teachers & Instructional Specialists	\$18,000.00	Title 1
Push-in or Pull out programs during the day	August 10 - May 2011	1 teacher, 1 Academic Coordinator, & 3 Instructional Specialists	\$250,000.00	Title 1
Supplemental Services (Facts in a Flash, SuccessMaker, Harcourt computer Math software)	August 10 - May 2011	Currently have programs	None	Title 1
<i>Think Central Math Program</i>	August 10 - May 2011	Currently have program	None	
Small group instruction during workshop	August 10 - May 2011	None		
The administration meets with the teachers at least 3 times throughout the year to discuss student progress	August 10 - May 2011	Substitutes for teacher meetings	\$1,000.00	Title 1
Communication by the teachers with parents	August 10 - May 2011	Email, telephone, weekly grade reports, ABI Gradebook access	None	General Fund
School and/or classroom newsletter with web pages and other resources for parents to access which support student learning.	August 10 - May 2011	Paper	\$500.00	

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 # <u>3</u> Scores will reflect a two percent increase in the number of ELL students performing in the Proficient and Advanced categories on the CST assessments.	
Student groups and grade levels to participate in this goal: <ul style="list-style-type: none"> All ELL students 	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> Two percent increase in the number of ELL students performing in the Proficient and Advanced categories on the CST assessments.
Means of evaluating progress toward this goal: <ol style="list-style-type: none"> CST scores DWA scores <i>Step Up To Writing Program</i> Administrator and teacher meetings Standards Assessments and curriculum California Frameworks Blueprints ELL checklists for the writing standards SDAIE strategies Preteach/reteach concepts to ELL Journal writing, quick writes Best Instructional Practices staff development Title 1 support 	Group data to be collected to measure academic gains: <ol style="list-style-type: none"> Standards assessment data CST scores DWA scores <i>Step Up To Writing</i> scored writing Report cards Frequent progress reports to parents <i>Open Court</i> assessments

Actions to be Taken to Reach This Goal	Start /Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Academic Coordinator will provide staff development in <i>Step Up To Writing</i></p> <p>Students standards assessments</p> <p>DWA assessments</p> <p>Written work using the <i>Step Up To Writing</i></p> <p>SDAIE strategies used in classroom instruction</p> <p>Communication by the teachers with the parents regarding students' progress towards reaching grade level standards</p>	<p>August 10 - May 2011</p> <p>August 10 - May 2011</p> <p>August 10 - May 2011</p> <p>August 10 - May 2011</p> <p>August 10 - May 2011</p> <p>August 10 - May 2011</p>	<p>None</p>	<p>None</p>	

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 # <u>4</u> Through school wide programs, average daily attendance will increase while referral and suspension rates decrease. Students will develop strategies for positive social interaction through our buddy check in system.	
Student groups and grade levels to participate in this goal: <ul style="list-style-type: none">• All students• Staff assigned to students participating in the buddy check in system• Title 1 staff monitoring lunch recess	Anticipated annual performance growth for each group: <ul style="list-style-type: none">• 96% of the students will attend school each day• Students participate in <i>2nd Step Violence Prevention</i> and class meetings
Means of evaluating progress toward this goal: <ol style="list-style-type: none">1. Weekly attendance registers2. Aeries Reports3. Teacher lesson plans showing 2nd Step and class meetings4. Buddy check in charts (staff to students)5. Student of the Month	Group data to be collected to measure academic gains: <ol style="list-style-type: none">1. Actual weekly attendance sheets2. Actual number of suspensions and referrals

Actions to be Taken to Reach This Goal	Start /Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Telephone calls by the teachers and office staff inquiring about an absence	August 10 - May 2011	Staff	None	
Monthly attendance letters	August 10 - May 2011	Office Staff and Principal		
Buddy check in system implemented at each recess and lunch	August 10 - May 2011	None	None	None
2 nd Step Violence Prevention and class meetings	August 10 - May 2011	Currently have materials	None	None
FAST Plans	August 10 - May 2011	Teacher Subs	\$1,000	Title 1
Walking Club	August 10 - May 2011	Coordinator and prizes	\$5,000	Grant
Promoting student wellness	August 10 - May 2011	Currently have materials	None	None
Mentoring by staff members	August 10 - May 2011	Currently have materials	None	None
Student recognition for perfect attendance at Tiger Days	August 10 - May 2011	Certificates and prizes	\$1,000	Student Body
Playground rules to include rewarding positive behavior choices	August 10 - May 2011	Currently have materials		
Extrinsic Rewards	August 10 - May 2011	Prizes and certificates	\$1,000	Student Body
Peace Keepers	August 10 - May 2011	Academic Coordinator	\$150	Student Body

Use of Fiscal Resources

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

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

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

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

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

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

Expenditures are allowable if they:

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

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

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

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

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

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

The district may also reserve funds for:

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

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

State Programs Included in this Plan

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

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	\$0
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	\$0
X Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$72,277 (s)
X Art, Music, and PE grant (one time). <u>Purpose:</u> Art and Music enrichment	\$0 (s)
X Art, Music, and PE grant (ongoing). <u>Purpose:</u> Art and Music enrichment.	\$76,014 (d)
X Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	\$20,566 (d)
X Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	\$134,398 (d)
X School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$32,732 (s)
X School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	\$69,280 (d)
X Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	\$3,000 (d)
X GATE	\$34,417 (d)
X Lottery	\$4,199 (s)
Total amount of state categorical funds allocated to this school	\$337,675 – District \$109,208 – Site

Federal Programs under No Child Left Behind (NCLB)		Allocation
<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	\$0
<input type="checkbox"/>	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	\$0
X	Title I, Part A: School-wide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$265,000 (s)
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$0
<input type="checkbox"/>	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$0
X	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$183,575 (d)
X	Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ (d)
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$32,707 (d)
X	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$0 (d)
X	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$0 (s)
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	\$0
<input type="checkbox"/>	Other Federal Funds (list and describe)	\$0
Total amount of federal categorical funds allocated to this school		\$216,282 - District \$265,000 - Site
Total amount of state and federal categorical funds allocated to this school		\$553,957 - District \$374,208 - Site

CENTRALIZED SERVICES EXPENDITURES

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

Proposed Expenditures	Estimated Cost (includes benefits when applicable)	Funding Source		
		SLIP	T.1	GATE
Academic Coordinator	\$97,000		\$97,000	
Library Books and Materials	\$3,000	\$ 1,500	\$2,500	
2 Instructional Specialists 1 Office Assistant/IS	\$94,000		\$94,000	
1 Aide (Fluency/Sight Word)	\$8,000		\$8,000	
Technology Technician	\$28,000	\$21,000	\$7,000	
1.0 Title 1 Teacher	\$73,000		\$73,000	
Technology Upgrades	\$60,000		\$60,000	
Curriculum Supplies and Materials	\$5,000		\$5,000	
Intervention Teacher and aide	\$12,000		\$12,000	
Staff Development	\$10,000		\$10,000	
Certificated Teacher Subs	\$15,000		\$15,000	
Reserve for 11-12	\$34,500	\$0	\$34,500	\$0
GATE Salary	\$1,500			\$1,500
Mad Science	\$1,400			\$1,400
GATE Supplies	\$300			\$300
HSP Math book replacements		\$10,232		
Total Estimated Costs		\$32,372	\$418,000	\$3,200
Projected Revenue Including Carryover		\$32,732	\$418,000	\$3,200

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:¹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Kristin Schmieder	X				
Julie Opfer			X		
Leslie Macek		X			
Jimmy Boyce		X			
Bonnie McCarthy				X	
Kathleen Beck				X	
Michelle Cochran				X	
Lisa Rivera				X	
Joseph Devencenzi				X	
Deanna MacCracken			X		
Numbers of members of each category	1	2	2	5	n/a

¹ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

☒ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☒ Community Advisory Committee for Special Education Programs

☒ Gifted and Talented Education Program Advisory Committee

☐ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on:
October 28, 2010.

Attested:

Kristin Schmieder, Principal

Date

Jimmy Boyce, SSC Chairperson

Date

Acronyms and Specialized Terms

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

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	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
DSLTL	District and School Leadership Team	
EC	Education Code	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html
EL	English Learner	http://www.cde.ca.gov/ta/cr/el
ELA	English Language Acquisition	http://www.cde.ca.gov/sp/el/ii

ACRONYM	STANDS FOR	WEB ADDRESS
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development	http://www.cde.ca.gov/ta/cr/el
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
PTA	Parent Teacher Association	http://www.pta.org

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

Spinelli Elementary School Compact

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

Staff Pledge

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

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

Student Pledge

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

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

Family/Parent Pledge

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

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

Student

Teacher

Parent/Guardian

Spinelli Elementary School School Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A (Title I) funds must develop jointly with, agree upon 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

Spinelli Elementary School agrees to implement the following statutory requirements:

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

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

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

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

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

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

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

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

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

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

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

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

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

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

PART IV. ADOPTION

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

This policy was adopted by Spinelli Elementary School on August 9, 2007 and will continue to be in effect for the 2010-2011 school year. The school will distribute this policy to all parents of participating Title I, Part A children at Back to School Night and upon request. Spinelli will notify parents of this policy in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

Spinelli School Site Council Bylaws

Article I NAME

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

Article II PURPOSE

Section 1. Develop and recommend the Single Plan for Student Achievement.

Section 2. Have ongoing responsibility to review with principal, teachers, and other school personnel and pupils the implementation of the Single Plan for Student Achievement and to assess periodically the effectiveness of the program.

Section 3. Annually review the Single Plan for Student Achievement, establish a new school budget consistent with the Education Code, and if necessary, make changes in the plan to reflect changing improvement needs and priorities.

Section 4. Improvement objectives will include school climate, self esteem of students, attitude toward learning, and all academic performance of students.

Section 5. Take other action as required by the Education Code.

Article III MEMBERSHIP

Section 1. The council shall be composed of the principal and representatives of: Teachers elected by teachers of the school: other school personnel elected by other school personnel at the school: Parents or legal guardians of pupils attending the school or other community members elected by such persons. The council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents or other community members of voting age. Classroom teachers shall comprise the majority of persons represented under category (a). Council members representing parents and community members shall not be employees of the school district unless approved by a majority of the council.

Section 2. Resignations will be accepted only upon written notice to the Spinelli School Site Council.

Section 3. Terms of office. All members of the council shall serve for a two year term. A member may serve for no more than two consecutive terms unless approved by the Site Council.

Section 4. Site Council vacancies will be posted at Open House. All parents or community members shall be elected by ballot, if there are more candidates than openings, which will be available to all families with students attending Spinelli School by the end of the third trimester. The Site Council vacancies will be filled by

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

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

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

Article IV OFFICERS

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

Article V MEETING and QUORUM

Section 1. The meeting dates for the next school year shall be set at the May meeting or after the district calendar is finalized.

Section 2. School Site Council meetings shall be held no less than on a quarterly basis, but may be held more often upon approval of the Council.

Section 3. At least 51% of the voting council members must be present to constitute a quorum. The number required for a quorum shall be determined by the current school year's Site Council roster. In the absence of regular community members, elected alternates who attend regularly shall be allowed to participate and vote on matters before the council.

Section 4. Notice of meetings. All meetings shall have the agenda posted on the school grounds at least 72 hours before the meeting. The agenda shall list all items before the council at the meeting. Persons wishing to bring items before the council shall submit a written description of the item and any action requested of the council, to the school secretary at least five working days before the meeting. All items must be put on an agenda for the council to consider them. Public notice shall be given of regular meetings at least 72 hours in advance of the meeting. Any change in the established date, time or location shall be given special notice. Any required notice shall be in writing: shall state the day, hour and location of the meeting; and shall be delivered either personally or by mail to each member not less than 72 hours nor more than two weeks before such meeting.

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

Section 6. Voting Rights. Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council. If a voting member is unable to attend, he may cast his vote by submitting it in writing or by email to a member of the Board or the Principal prior to the meeting.

Article VI AMENDMENT

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

Article VII DUTIES of the OFFICERS

Section 1. It shall be the duty of the chairperson to preside at all meetings.

Section 2. In the absence or disability of the chairperson, the vice-chairperson shall assume the duties of the chairperson.

Section 3. Should both senior officers be unavailable, the recording secretary shall preside.

Section 4. The recording secretary shall keep the minutes, attend to correspondence, send notices of meetings and / or agendas, maintain the membership roster, and send out publicity as directed.

Article VIII ELECTION of OFFICERS

Section 1. All officers shall be elected at the first meeting of the new school year. New officers shall assume their duties at the conclusion of the election.

Section 2. No member shall hold the same office more than two years in succession unless approved by the site council.

Section 3. Should an officer resign before new elections are held, the chairperson shall appoint a member in good standing to assume the office until the next regular meeting when the vacancy shall be filled.

Article IX COMMITTEES

Section 1. The chairperson shall appoint such committees as he or she considers necessary at any time, or as directed by the majority of the members present.

Section 2. Standing committees may be established as decided by the council.

Article X RULES of ORDER

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

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

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

Center Joint Unified School District Spinelli Elementary School

Grades K through 5
Kristin Schmieder, Principal



3401 Scotland Dr.
Antelope, CA 95843-2226
PH: (916) 338-6490 FAX: (916) 338-6386

2008-09 School Accountability Report Card

Published January 2010

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

Website Address
www.centerusd.k12.ca.us

2009-10 Board of Trustees

Nancy Anderson

Gary Blenner

Matthew Friedman

Libby Williams

Donald Wilson

District Administration

Scott Loehr
Superintendent

George Tigner
Chief Administrative Officer

Jeanne Bess
Director of Fiscal Services

Contents

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

Principal's Message

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

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

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

Mission Statement

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

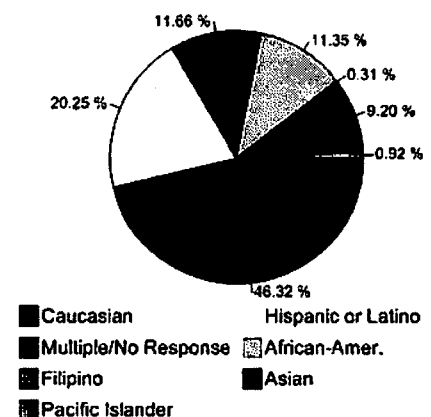
GOALS:

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

School Profile

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

Percentage of Students by Ethnicity
2008-09 Enrollment: 326



Student Achievement

National Assessment of Educational Progress (NAEP)

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

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

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

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

National Assessment of Educational Progress - State of California Student Participation Rates Reading 2007 & Math 2009 Grades Four & Eight				
	Students with Disabilities		English Learners	
	State	National	State	National
Reading				
Fourth Grade	74%	65%	93%	80%
Eighth Grade	78%	68%	92%	77%
Math				
Fourth Grade	79%	84%	96%	94%
Eighth Grade	85%	78%	96%	92%

Standardized State Assessments

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

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

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

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

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels							
	Spinelli Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hispanic or Latino	Pacific Islander
Language Arts	68	*	56	66	*	58	*
Math	68	*	61	75	*	65	*
Science	*		*	35		27	*
Social Science							

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

Physical Fitness

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

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

Academic Performance Index

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

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

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

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

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

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

Academic Performance Index (API) Three Year Performance Comparison				
Results	API Score 2009	Increase/Decrease in API Score		
		2006-07	2007-08	2008-09
Schoolwide - All Students	846	-15	41	54
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	863	-10	42	60
Other Subgroups				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	832	-38	62	56
English Learners	*	*	*	*

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

Adequate Yearly Progress

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

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

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

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

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

No Child Left Behind (NCLB)

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

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

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

Parent Involvement

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

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

Opportunities to Volunteer

Classroom Helper
Chaperone Field Trips
Fundraising Activities

Committees

School Site Council
English Learner Advisory Council

School Activities

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

School Facilities & Maintenance

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

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

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

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

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

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

Deferred Maintenance

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

- Floor Systems
- Other Systems

Facilities Inspection

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

School Facility Good Repair Status
Most Recent Inspection: Saturday, October 24, 2009

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

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

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

Rating Description

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

Campus Supervision

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

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

School Site Safety Plan

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

Classroom Environment

Discipline & Climate for Learning

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

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

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

Curriculum & Instruction

Staff Development

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

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

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

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

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

Instructional Materials

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

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

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

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

Professional Staff

Counseling & Support Staff

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

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

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

FTE = Full-Time Equivalent

Teacher Assignment

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

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

Teacher Credentials & Assignments				
	SES			CJUSD
	06-07	07-08	08-09	08-09
Total Teachers	25	22	21	286
Teachers with full credentials	25	22	21	281
Teachers without full credentials	0	0	0	5
Teachers in alternate routes to certification	N/A	0	0	7
Pre-Internship	N/A	0	0	0
Teachers with emergency permits	N/A	0	0	0
Teachers with waivers	N/A	0	0	0
Teachers teaching outside subject area	N/A	0	0	1
Total teacher misassignments	N/A	0	0	0
Teacher misassignments for English learners	N/A	0	0	0
Other misassignments of certificated staff	N/A	0	0	0
Teacher vacancies	N/A	0	0	0

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

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

District Expenditures

Salary & Budget Comparison

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

Salary Comparison 2007-08		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$36,932	\$40,917
Mid-Range Teacher Salary	\$60,855	\$64,888
Highest Teacher Salary	\$77,786	\$82,849
Superintendent Salary	\$170,509	\$176,845
Average Principal Salaries:		
Elementary School	\$87,092	\$102,130
Percentage of General Fund Expenditures for:		
Teacher Salaries	45.1%	40.3%
Administrative Salaries	5.3%	5.9%

Expenditures Per Student

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

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

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

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

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

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

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

Public Internet Access Location

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

Library.

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

Disclosure

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

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: North Country Elementary

Date: November 3, 2010

To: Board of Trustees

From: Kathleen Lord, Principal

Action Item X

Information Item

Attached Pages 63

Principal's Initials: KL

SUBJECT:

Please approve North Country's:

Safe School and Emergency Preparedness Plan for 2010/11

RECOMMENDATION: APPROVAL

NORTH COUNTRY ELEMENTARY



Safe School And Emergency Preparedness Plan

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

Revised 2010-2011 School Year

TABLE OF CONTENTS

NORTH COUNTRY ELEMENTARY	0
TABLE OF CONTENTS	1
EMERGENCY PREPAREDNESS PLAN SIGNATURE SHEET	3
CENTER JOINT UNIFIED SCHOOL DISTRICT	4
NORTH COUNTRY MISSION STATEMENT	4
NORTH COUNTRY EMERGENCY SHUTOFF MAP	5
NORTH COUNTRY CLASSROOM EVACUATION MAP	6
NORTH COUNTRY OFF SITE EVACUATION MAP	7
EMERGENCY PHONE NUMBERS	8
EMERGENCY PREPAREDNESS PLAN	9
COMMUNICATIONS	9
DRILLS	10
SPECIAL DUTIES	10
DUTIES OF OFFICE STAFF IN EMERGENCIES	11
DUTIES OF CUSTODIAN AND HELPERS	11
DUTIES OF PRINCIPAL	11
DUTIES OF TEACHERS	11
INCIDENT COMMAND SYSTEM	12
NORTH COUNTRY INCIDENT COMMAND DESCRIPTIONS	13
NORTH COUNTRY INCIDENT COMMAND DESCRIPTIONS	14
ROLES FOR DISASTER DRILL (Mock Drill)	15
Buddy Teacher:	15
Your role(s) in a disaster:	16
What happens in a Disaster (and in the Disaster Drill):	16
Drop, Cover, Hold:	16
<u>Evacuate:</u>	16
<u>Account for All Students:</u>	16
<u>Take on Designated Responsibilities:</u>	16
Student Supervision Team:	17
Search and Rescue Team:	17
Medical Team:	17
Transportation Team:	17
Student Release Team:	17
Site Check - Security Team:	18
Scribe:	18
How It Ends:	18
EOC MESSAGE FORM	19
ALARM SIGNALS	20
BUILDING EVACUATION	20
EVACUATION OF SCHOOL GROUNDS	21
SCHOOL EVACUATION INSTRUCTIONS	21
HAZARDOUS MATERIALS EVACUATION OR IN-PLACE SHELTERING	22
CHEMICALS	22
IN-PLACE SHELTERING	23
EARLY DISMISSAL	23
RELEASE OF STUDENTS TO PARENTS	24
STUDENT RELEASE FORM	24
INFORMING PARENTS	24
BOMB THREAT PROCEDURES	27
RECEIVING A BOMB THREAT	29
DOMESTIC OR CIVIL DISTURBANCE	32
INTRUDER OR HOSTAGE SITUATION	32
PROCEDURE TO DEAL WITH CIVIL DISTURBANCES	34
KIDNAPPING/ATTEMPTED KIDNAPPING	34

	2
DEATH/SUICIDE.....	35
FIRE	35
SILENT FIRE DRILL/NEIGHBORHOOD DISASTER PLAN	36
FLOOD	37
EARTHQUAKE.....	38
WIND AND OTHER TYPES OF SEVERE WEATHER.....	39
MEDICAL EMERGENCIES.....	39
FIRST AID INSTRUCTIONS	40
NORTH COUNTRY MISSION STATEMENT	51
THE SCHOOL CLIMATE:	52
Objective 1: Creating a caring school climate	52
Objective 2: Meaningful Participation	53
Objective 3: Parent/Student Communication	54
THE PHYSICAL ENVIRONMENT:	55
Objective 1: Student Safety relating to Emergency Procedures.....	55
Objective 2: Student Safety within the daily routine	55
Objective 3: Student Health	56
THE SOCIAL ENVIRONMENT:	57
PHYSICAL SCHOOL ENVIRONMENT	58
H1N1 FLU FACT SHEET	60

EMERGENCY PREPAREDNESS PLAN SIGNATURE SHEET

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

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

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

Member	Title	Signature
Kathleen Lord	Principal	_____
Jason Farrel	Academic Coordinator	_____
Kim Tricomio	5 th grade teacher	_____
Jeff Starrett	4 th grade teacher	_____
Laura Sambucetti	3 rd grade teacher	_____
Lyndsey Moss	Instructional Specialist	_____
Cheryl Kam-Schloegl	RSP Teacher	_____
Arlene Ballesteros	Secretary	_____
Felicia Montgomery	SSC Parent	_____

CENTER JOINT UNIFIED SCHOOL DISTRICT

Mission Statement

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

NORTH COUNTRY MISSION STATEMENT

"Educating today for a Better Tomorrow"

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

North Country School provides an environment that...

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

(School Name) EMERGENCY SHUT OFF MAP

(School Name) CLASSROOM EVACUATION MAP

(School Name) OFF SITE EVACUATION MAP

EMERGENCY PHONE NUMBERS

- Sheriff/Fire Department: 911
- Twin Rivers Dispatch 286-4875
- District School Resource Officer 275-0256
- Poison Control Center, UCD Medical Center:(916) 734-3692
- California American (Water): (916) 568-4200
- SMUD (Electricity): (916) 456-7683
- PG&E (Gas): (916) 743-5000
- Superintendent's Office: (916) 338-6409
- Facilities and Operations:
 - Craig (916) 338-7580
 - Carol (916) 338-6337
 - Kim (916) 338-6417
- Child Protective Services (CPS): (916) 875-5437
- Spinelli Elementary School: (916) 338-6490
- Dudley Elementary School: (916) 338-6470
- Oak Hill Elementary School: (916) 338-6460
- Wilson C. Riles Middle School: (916) 787-8100
- Center High School: (916) 338-6420
- Antelope View Charter School: (916) 339-4690
- Global Youth Charter School: (916) 339-4680
- McClellan High School: (916) 338-6440

EMERGENCY PREPAREDNESS PLAN

The Emergency Response Plan has as its primary objectives:

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

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

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

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

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

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

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

COMMUNICATIONS

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

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

Principal
Admin. Designee
Head Secretary
Head Custodian

Telephone Communication

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

Chain of Command

1. Kathy Lord
2. Jason Farrel
3. Diane Chidlaw
4. Jeff Starrett
5. Kim Tricomo
6. Doloris Love

DRILLS

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

SPECIAL DUTIES

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

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

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

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

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

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

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

DUTIES OF OFFICE STAFF IN EMERGENCIES

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

The office staff should:

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

DUTIES OF CUSTODIAN AND HELPERS

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

DUTIES OF PRINCIPAL

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

DUTIES OF TEACHERS

1. Keep informed about the Emergency Response Plan of the school, know the part they play as teachers, and accept their responsibilities under the plan.
2. Keep emergency information on clipboards: Aeries attendance list with phone numbers, student emergency cards/information, EOC form and Student Release Forms or lined paper intended for student sign out.
3. Teach students to look out for, and assist others.
4. Include safety practices and emergency procedures as part of daily learning activities.
5. Learn survival techniques and be prepared to assume responsibility for student care under emergency conditions.
6. Know the whereabouts of their students at all times. They will use a roster checklist to account for all children.
7. Be aware of the characteristics of "panic" and know some of the techniques for its control.
8. Know where children are to go, and what they are to do depending on the nature of the emergency.
9. Make special provisions to assist handicapped students in evacuating the building. Teach students to use a chair carry and to use it only under the direction of the teacher.

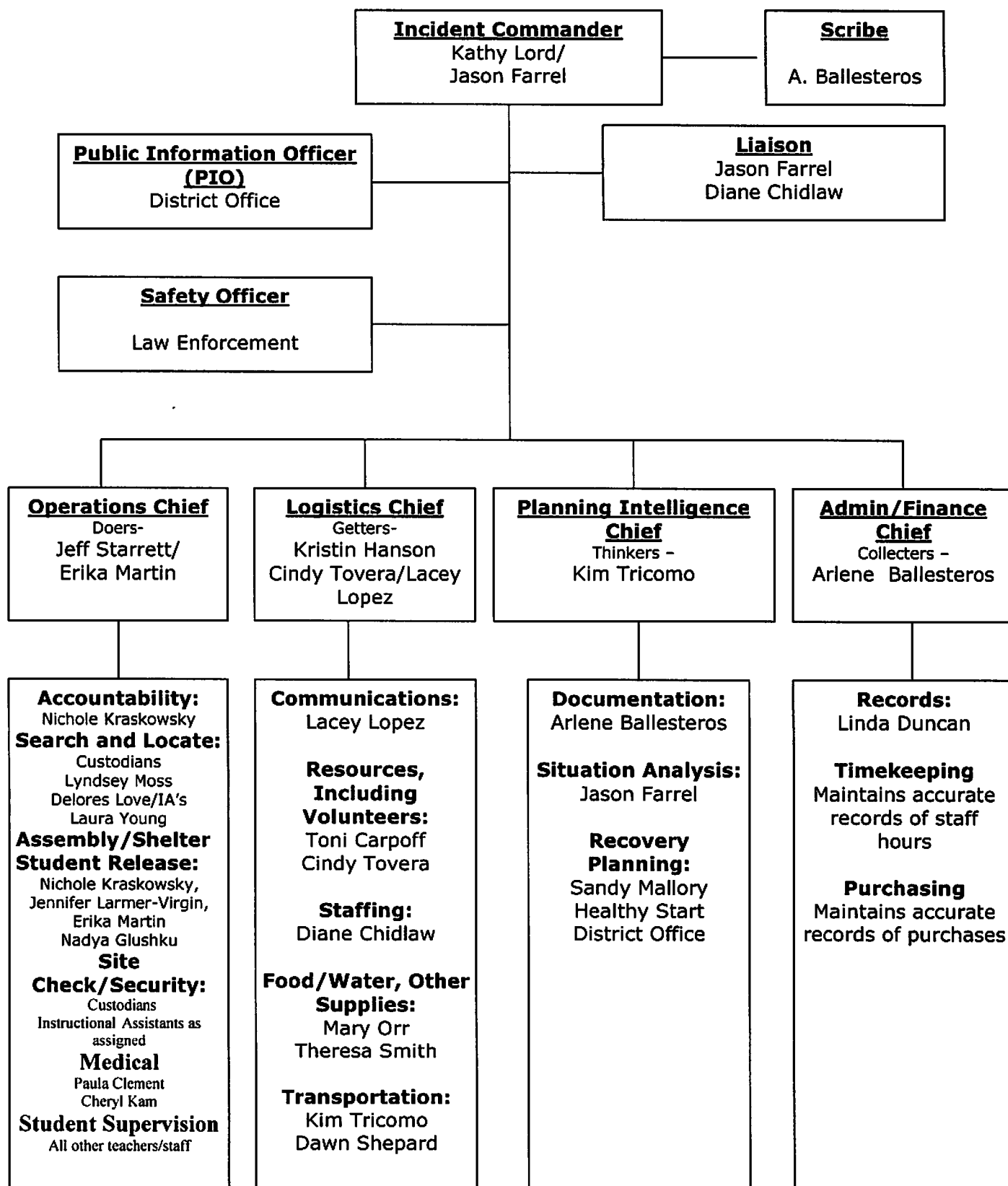
INCIDENT COMMAND SYSTEM

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

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

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

NORTH COUNTRY INCIDENT COMMAND SYSTEM



NORTH COUNTRY INCIDENT COMMAND DESCRIPTIONS

Responsibilities of the Incident Commander (IC)

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

Responsibilities of the Operations Chief (OPS)

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

Responsibility of the Planning Chief

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

Responsibility of the Logistics Chief

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

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

Responsibilities of the Finance Chief

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

Search and Locate

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

Assembly/Shelter/ Student Release

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

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

ROLES FOR DISASTER DRILL (Mock Drill)

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

District Disaster Drill:

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

Getting Ready:

Buddy Teacher:

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

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

Your role(s) in a disaster:

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

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

Drop, Cover, Hold:

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

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

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

Evacuate:

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

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

Account for All Students:

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

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

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

Take on Designated Responsibilities:

We will set up a command post near:

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

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

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

Student Supervision Team:

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

Search and Rescue Team:

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

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

Medical Team:

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

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

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

Transportation Team:

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

Student Release Team:

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

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

Site Check - Security Team:

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

Scribe:

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

How It Ends:

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

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

EOC MESSAGE FORM

Reproducible forms can be found at the back of the book

EOC Message Form			
Date	Priority (Circle one)		
Time	<div style="display: flex; justify-content: space-around;"> EMERGENCY (Life Threatened) URGENT (Property Threatened) ROUTINE (All Others) </div>		
TO	<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Name</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Title</div> <div style="border-bottom: 1px solid black;">Location</div>	FROM	<div style="border-bottom: 1px solid black; margin-bottom: 5px;">Name</div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;">Title</div> <div style="border-bottom: 1px solid black;">Location</div>
Check One <input type="checkbox"/> Take Action <input type="checkbox"/> For Information <input type="checkbox"/> Other			
Category	Number	Description	
A.	# _____	Fatalities	
B.	# _____ Minor	Injuries Minor: In need of First Aid attention only	
C.	# of Injured # _____ Major	Injuries (Ambulance) Major: Unable to walk on site, difficulty breathing, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock	
D.	# _____ Moderate Circle one Major Moderate Minor	Moderate: Burns, major multiple fractures, Back injuries with or without spinal cord damage Property Damages Major damage: Building collapse, building burning, major ground movement causing large cracks in ground Moderate damage: Falling hazards present, forced pressure, mechanical soft broken gas line, broken power lines Minor damage: Downed overhead or downed terminals, light fixtures, suspended ceiling, gas, electrical mechanical hazards and broken windows	
E.	Minor <input type="checkbox"/> Ambulance <input type="checkbox"/> PG&E <input type="checkbox"/> Other	Resources Needed Other (describe): _____	
↑ <small>Transmit only the data within the box above on 30-45 seconds. Advise transmission, wait for EOC's request to elaborate.</small>			
Additional Information:			
Disposition:			
Action Requested By (Name)		Time Action provided:	

ALARM SIGNALS

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

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

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

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

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

Fallen Aircraft: Fire signal to evacuate building.

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

Nuclear Attack: Duck, cover signal.

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

BUILDING EVACUATION

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

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

EVACUATION OF SCHOOL GROUNDS

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

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

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

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

SCHOOL EVACUATION INSTRUCTIONS

Person in Charge: Kathy Lord

Alternate: Jason Farrel/Diane Chidlaw/Jeff Starrett

Alternate: Arlene Ballessteros/Esther Baker

Exit the Building

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

Evacuation Instructions

Teachers

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

Students

- In Home Classroom
 - Leave **ALL** personal items in classroom.
 - Follow their teacher and exit in a quiet and orderly manner.
 - NOT in homeroom
 - Leave **All** personal items in classroom.
 - Exit with their supervisor, or if alone, exit the nearest unlocked exit.
 - Remain with the class with which you exited.
- Staff Not Assigned To Classrooms**
- Will follow as directed in the Incident Command System
 - Assist as directed by principal or designee.

Principal or Designee

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

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

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

HAZARDOUS MATERIALS EVACUATION OR IN-PLACE SHELTERING

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

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

General Evacuation

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

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

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

CHEMICALS

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

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

IN-PLACE SHELTERING

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

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

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

EARLY DISMISSAL

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

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

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

Follow the "Release of Students to Parents" plan.

RELEASE OF STUDENTS TO PARENTS

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

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

STUDENT RELEASE FORM

Student's Name _____

Date _____ Time _____

Teacher _____

Room # _____ Grade _____

PERSON CHECKING OUT STUDENT:

Signature _____

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

Name _____

Address _____

Phone # _____

Location where student can be found _____

INFORMING PARENTS

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

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

Dear Parents:

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

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

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

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

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

BOMB THREAT PROCEDURES

I. Office Personnel

- A. If the threat is made by any means other than telephone, immediately notify an administrator.
- B. If the threat is made by telephone, the person receiving the call is to do the following.
 1. Mentally form a picture of the caller - is the caller male or female? Juvenile or an adult? Does the voice sound familiar? If so Who? As soon as possible, indicate your impressions on the Bomb Threat Form.
 2. Ask the caller three questions, in this order:
 - a. When is the bomb going to explode? The caller may or may not respond to this question. If the threat is real, chances are he/she will say something.

If the caller just hangs up without any comment to your questions, the chances are great that it is a prank call.
 - b. Where is the bomb located? What kind of bomb is it? If the caller responds to these questions, he/she will probably lie, but it will keep the caller talking and give you more time to identify him/her.
 - c. Why are you doing this? Where are you now? The caller's answer to these questions will give you a clue as to whether or not it is a real threat. IF he says he wants money, or is representing some group or organization, the chances that it is a real threat are increased. In NO EVENT suggest a reason to him by asking something like, "Do you want money?" let the caller provide the reason.
 3. Note the time that the call was received, and immediately notify the Principal or Administrative Designee.
 4. Call the Twin Rivers PD and ask for a unit to be dispatched to the school. (286-4875)

II. Administration

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

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

- D. Administrator must determine if students will need to evacuate the school grounds if no suspicious item is found.
 - i. Students will exit campus via Brown Otter Drive if the decision to evacuate is made.
- E. Maintenance, Operations, & Transportation will be called to provide busses for students if necessary.

III. Teachers

- A. Upon receiving the notice to evacuate for a "code red", have your students assemble outside your classroom in an orderly manner in two lines and wait for you.
- B. Check your room before you leave for anything out of the ordinary. Take a 360-degree sweep from eye level to floor and if you see anything suspicious, report it to an administrator.
- C. Keep your group together and walk with them to the field. Take your emergency information and call roll when you get there. Get your group together in an orderly manner and stay with them. You will probably be there for awhile, so take your time with these tasks and make sure students obey you perfectly.
- D. When you hear the all clear signal (long ringing of the bell), return to your classroom in an orderly manner.
- E. Do not let the students know that we have a bomb threat. Treat it as a routine "fire drill".

IV. Custodians, Cooks, and other Classified Employees

- A. Check your work areas. Do a 360 degree visual check of your room(s) as described under "Teachers" above.
- B. Assist Administration as needed.

NORTH COUNTRY ELEMENTARY

BOMB THREAT FORM

RECEIVING A BOMB THREAT

INSTRUCTIONS:

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

Exact time of call: _____

Exact words of caller:

Questions to Ask

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

Caller's Voice (Circle):

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

Voice Description (Circle):

Male	Female
Calm	Nervous
Young/Old	
Rough/Refined	

Accent: Yes No Describe _____

Speech Impediment: Yes No Describe _____

Unusual Phrases _____

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

Background Noises (Circle):

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

Additional Information:

- A. Did the caller indicate knowledge of the facility? If so, how? In what ways? _____

- B. What line did the call come in on? _____
- C. Is the number listed? Private Number? Whose? _____

- D. Person Receiving Call _____
- E. Telephone number the call was received at _____
- F. Date _____
- G. Report call immediately to administration, call District Office and Twin Rivers PD.
 (Refer to bomb incident plan)

Signature _____ Date _____

THREATENING PHONE CALL FORM

Time call was received_____ Time Caller hung up_____

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

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

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

Person Receiving the call

Person monitoring the call

Department_____

Department_____

Dept Phone No._____

Dept Phone No._____

Home Address_____

Home Address_____

Date:_____

DOMESTIC OR CIVIL DISTURBANCE

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

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

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

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

INTRUDER OR HOSTAGE SITUATION

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

The procedures for the following situations are as follows:

TERRORIST OR INTRUDER ENTERS A CLASSROOM:

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

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

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

TERRORIST OR INTRUDER ENTERS THE OFFICE:

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

TERRORIST OR INTRUDER APPEARS ON CAMPUS DURING RECESS:

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

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

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

PROCEDURE TO DEAL WITH CIVIL DISTURBANCES

Violent Person

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

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

Mob

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

Unidentified Person(s) Taking Control

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

KIDNAPPING/ATTEMPTED KIDNAPPING

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

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

DEATH/SUICIDE

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

Principal or designee shall:

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

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

FIRE

Actual Fire

1. In the event of a natural gas fire, sound alarm and then **TURN OFF MAIN GAS VALVES**. If the fire is small, use the fire extinguisher **AFTER** the gas is turned off.
2. In the event of an electrical fire, sound alarm and then **TURN OFF ELECTRICITY. DO NOT USE WATER OR WATER-ACID EXTINGUISHERS ON ELECTRICAL SUPPOETED FIRES**. Only **SMALL** fires should be fought with an extinguisher.
3. The person locating the fire will sound the school alarm.
4. Follow the "Building Evacuation" instructions.
5. The principal will notify the superintendent's office.

6. The office staff will notify the utility companies of a break or a suspected break in utilities.
7. Keep access road open for emergency vehicles.
8. All staff will be responsible to peek in the door of classroom on either side and make sure they were informed of the fire.
9. The custodian is responsible for checking exits daily to make sure they are functional. All exits should be obvious, maintained and clear of obstructions.

Computer Labs

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

Lunchrooms and Kitchens

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

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

FIRE DRILL PROCEDURES

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

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

SILENT FIRE DRILL/NEIGHBORHOOD DISASTER PLAN

1. Silent fire drills and neighborhood disaster procedures will be used in the event of bell and/or intercom failure.

2. When a silent fire drill is in progress, a monitor appears at the door with a sign stating **SILENT FIRE DRILL**. The monitor will remain until the teacher sees the sign. The procedures to follow are the same as during a regular fire drill.
3. When a silent intruder on campus drill is in progress, a monitor appears at the door with a sign stating "Duck and Cover". The monitor will remain until the teachers see the sign.

FIRE EXTINGUISHERS

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

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

FIRE EXTINGUISHER INSPECTIONS

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

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

FLOOD

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

AFTER THE DANGER IS OVER:

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

MINOR FLOODING

If the school experiences minor flooding (one or a few classrooms), the class(es) affected will evacuate to another part of the building (principal will decide where to go). Classes will

continue. The principal will notify the superintendent and they will jointly decide what to do next.

EARTHQUAKE

During the Quake

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

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

After the Quake:

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

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

Re-entry of Building

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

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

WIND AND OTHER TYPES OF SEVERE WEATHER

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

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

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

MEDICAL EMERGENCIES

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

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

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

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

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

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

FOR SPECIFIC FIRST AID TREATMENT PLEASE SEE THE FOLLOWING PAGES.

FIRST AID STATIONS:

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

RESCUE:

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

WITH A SERIOUS OR CRITICAL INJURY-DO THE FOLLOWING:

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

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

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

WITH CRITICAL ILLNESS OR INJURY-DO THE FOLLOWING:

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

FIRST AID INSTRUCTIONS

Abdominal Pain	Eyes
Artificial Respiration	Fainting
Bleeding	Fracture
Internal Bleeding	Frostbite
Bone Injuries	Head Injury
Breathing	Heart Attack
Rescue Breathing	Nosebleeds
Burns	Pandemic Flu Plan
Choking (Heimlich Maneuver)	Poisoning

Convulsions or Seizures	Puncture Wounds
Diabetics	Seizure
Dog Bites	Shock
Ears	Sunstroke
Electric Shock	Wounds

ABDOMINAL PAIN

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

ARTIFICIAL RESPIRATION

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

BLEEDING

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

INTERNAL BLEEDING - TREAT FOR SHOCK

BONE INJURIES

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

BREATHING-Unconscious Person

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

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

There are hundreds of possible causes of unconsciousness; the first thing you must check for is breathing.

1. Try to awaken the person by firmly tapping him or her on the shoulder and shouting, "Are you all right?"
2. If there is no response, check for signs of breathing.
 - a. Be sure the victim is lying flat in the back. If you have to roll the victim over, move the entire body at one time.
 - b. Loosen tight clothing around neck and chest.
3. Open the airway:
 - a. If there are no signs of head or neck injuries, tilt the head back and lift the chin to move the tongue away from the back of the throat.
 - b. Place your ear close to the victim's mouth; listen and feel for breathing.
 - c. If you can't see, hear, or feel any signs of breathing, you must begin breathing for the victim.

- d. Begin rescue breathing immediately. Have someone else summon professional help.

RESCUE BREATHING

1. Giving mouth-to-mouth rescue breathing to an adult.
 - a. Put your hand on the victim's forehead, pinching the nose shut with your fingers. Your other hand is lifting the victim's chin to maintain an open airway.
 - b. Place your mouth over the victim's, making a tight seal.
 - c. Breathe slowly and gently in to the victim until you see the chest rise. Give 2 breaths, each lasting about 1 ½ seconds. Pause between breaths to let the airflow out. Watch the victim's chest rise each time you give a breath to make sure air is going in.
 - d. Check for a pulse after giving these 2 initial, slow breaths. If you feel a pulse but the victim is still not breathing, give one breath about every 5 seconds. After 10 to 12 breaths, re-check pulse to make sure the heart is still beating.
 - e. Repeat the cycle every 5 seconds, 10-12 breaths per minute, rechecking the pulse after each cycle. Continue rescue breathing until one of the following happens:
 - i. The victim begins to breathe without your help
 - ii. The victim has no pulse (Begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.
2. Giving mouth-to-mouth rescue breathing to infants and small children.
 - a. A small child's head should be tilted back gently to avoid injury. With head tilted back, pinch the nose shut. Lift the chin and check for breathing as you would for an adult. Give 2 slow breaths until the chest rises.
 - b. Check for a pulse.
 - c. Give 1 slow breath about every 3 seconds. Do this for approximately 1 minute, or 20 breaths.
 - d. Recheck the pulse and for breathing.
 - e. Call 911 if you have not already done so. Continue rescue breathing as long as a pulse is present and the child is not breathing.
 - f. Continue rescue breathing until one of the following occurs:
 - i. The child begins to breathe on his/her own.
 - ii. The child has no pulse (begin CPR).
 - iii. Another trained rescuer takes over for you.
 - iv. You are too tired to go on.

BURNS

1. Degrees
 - Skin red (1st degree)
 - Blisters develop (2nd degree) Never break open blisters
 - Deep tissue damage (3rd degree)
2. First Aid for thermal burns-1st and 2nd degree burns to exclude air:
 - Submerge in cold water
 - Apply a cold pack
 - Cover with a thick dressing or plastic (Do not use plastic on face)
 - After using cold water or ice pack, cover burned area with a thick, dry, sterile dressing and bandage firmly to exclude air.

3. First Aid for 3rd degree burns

- Apply a thick, dry sterile dressing and bandage to keep out air.
- If large area, wrap with a clean sheet or towel
- Keep burned hands and feet elevated and get medical help immediately.
- Treat the same as shock victim, giving fluids as indicated; warmth necessary

4. First Aid for chemical burns

- Wash chemical away with water

5. Acid burn to the eye (also alkali burns)

- Wash eye thoroughly with a solution of baking soda (1 teaspoon per 8-ounce glass of water) or plain water for 5 minutes.
- If victim is lying down, turn head to side. Hold the lid open and pour from inner corner outward. Make sure chemical isn't washed out onto the skin.
- Have victim close the eye, place eye pad over lid, bandage and get medical help.

CHOKING (Heimlich Maneuver)

If the air passage is blocked by food or other foreign material, remove it with your finger if possible. Be careful not to force it deeper into the throat. If the person is coughing, he is getting some air. But if the passage is completely blocked, he can't breathe or speak,

IMMEDIATELY DO THE FOLLOWING:

- Stand behind a slumped-over victim; wrap your arms around his waist below the diaphragm.
- Grasp your wrist with your other hand.
- Place your fist against the victim's abdomen, slightly above the navel and below the rib cage.
- Press your fist strongly and quickly in and slightly up into his abdomen.

If the victim is on his back:

- Kneel, facing him, astride his hips.
- With one of your hands on top of the other, place the heel of the bottom hand on the victim's abdomen slightly above the navel and below the rib cage.
- Press the heel of your hand forcefully into the abdomen with a quick, upward thrust. If necessary, repeat several times.

CONVULSIONS OR SEIZURES

1. Symptoms

- Jerking movements
- Muscular rigidity
- Blue about the lips
- May drool
- High fever

These seizures are seldom dangerous, but they are frightening.

2. Causes

- Head injuries

- Severe infections
- Epilepsy

3. Treatment

- Prevent patient from hurting himself
- Loosen tight clothing
- Do not restrain
- If breathing stops, apply mouth to mouth resuscitation
- Do not give liquids nor put patient in warm water
- When the seizure is over, treat as for shock keeping patient warm

Prompt medical help is needed if the patient does not have a history of convulsive disorders.

DIABETICS

Diabetics may lose consciousness when they have too little or too much insulin. Unless you are thoroughly familiar with his treatment, it is better to seek medical help rather than to attempt first aid. These people often wear some type of medical identification.

DOG, OR OTHER ANIMAL, BITES

1. It is extremely important that the dog/animal be identified if the person bitten is to avoid rabies shots. Secure the animal, if possible without danger to yourself with a leash, rope or in an enclosed area. If the animal cannot be contained, attempt to remember as much as possible about the animal's description so that animal control can make a thorough search of the area.
2. Attend to the wound by washing the area with water and soap for five minutes and bandage if possible. Inform parents and refer to the family physician.
3. Notify animal control enter. Give description of the animal and name and address of the victim.
4. Complete the **Report of Student Accident Form**.
5. Notify school nurse so that information can be recorded in the pupil's health folder.

EARS

Foreign objects usually require medical assistance. Insects may be removed by using warm mineral or olive oil. When the head is tilted, the insect and oil usually drain out.

ELECTRIC SHOCK

1. Do not touch the victim if he is still in contact with the electricity.
2. Turn off the main switch or pull plug.
3. Be aware of the possibility of breathing emergency.

EYES

Contact a physician immediately if the foreign substance is metallic or abrasive. Particles can often be washed out with water or removed with the corner of a clean handkerchief.

FAINTING

1. Fainting is due to a temporary decrease of blood and oxygen to the brain. It may be preceded by paleness, sweating, dizziness, and disturbance of vision and nausea.
2. Place the victim in a reclining position and treat as for shock. If a victim feels faint, have him sit and place his head between the knees.

FRACTURE

Bone Fracture (unless in imminent danger, do not move the individual)

Closed Fracture: The signs of a closed fracture are swelling, tenderness, deformity, and discoloration. When there is a fracture (or suspected fracture):

1. Keep the injured person calm
2. Do not permit the victim to walk about.
3. Notify parent.
4. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
5. Call for emergency help for leg, back, neck, or hip injuries, or if parent is unable to take child for medical care.

Compound Fracture: Your objectives are to prevent shock, further injury, or infection in compound fractures (where skin has been broken).

1. Keep the injured person calm and cover him only enough to keep him from losing body heat.
2. Do not try to push the broken bone back in to place if it is sticking out of the skin.
3. Do not try to straighten out a fracture or put it back in to place.
4. Do not permit the victim to walk about.
5. Notify Parent.
6. Splint fractures to prevent further injury if the victim must be transported by someone other than emergency medical personnel.
7. Call for emergency help for legs, back, neck, severe bleeding, hip injuries, or if parent is unable to take the child for medical care.

FROSTBITE

1. The frostbitten area will be slightly reddened with a tingling sensation pain. The skin becomes grayish-yellow, glossy and feels numb. Blisters eventually appear.
2. Re-warm the area by quickly submerging it in warm water (start with 98 degrees and gradually warm to 102-103 degrees.) Don't rub the area nor break the blisters.

HEAD INJURY

1. Symptoms
 - May or may not be unconscious
 - Unconsciousness may be delayed one-half hour or more
 - Bleeding from mouth, nose or ear
 - Paralysis of one or more of extremities
 - Difference in size of pupils of the eyes

2. First Aid of Head Injuries:

- No stimulants or fluids
- Don't raise his feet; keep the victim FLAT
- Observe carefully for stopped breathing or blocked airway
- Get medical help immediately
- When transported, gently lay flat
- Position head to side so secretions may drool from corner of mouth
- Loosen clothing at neck

HEART ATTACK

A heart attack may be identified by severe chest pains, shortness of breath, paleness and perspiration, indicating shock. Extreme exhaustion may also accompany the attack. The patient may breathe easier if he is propped up. Mouth-to-mouth resuscitation may be needed. Medical help with oxygen may be required.

NOSEBLEEDS

Nosebleeds can be controlled by grasping the nose firmly between the fingers and holding it for 5-10 minutes. Ice packs will also help control bleeding. Nosebleeds are usually minor, but if bleeding can't be controlled. Medical help is needed. Maintain pressure on nose until a doctor is present.

PANDEMIC FLU PLAN

Seasonal Flu

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

Mild to Moderate Pandemic

- Caused by new influenza virus that has not previously circulated and can be easily spread.
- It is likely most people will have no immunity to the new virus; it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more serious complications.
- Healthy adults may be at increased risk for serious complications.

Severe Pandemic

- A severe strain causes more severe illness, results in a greater loss of life and has a greater impact on society.
- Workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

Measures to limit the spread of flu:

Promote hand-washing/use of antibacterial wipes, cough hygiene via modeling by school staff.

- Cover nose and mouth with a tissue or upper arm if a tissue is not available
- Dispose of used tissue in a waste basket and wash hands after coughing, sneezing or blowing nose.
- Use warm water or soap and alcohol-based sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose or mouth.

Encourage vaccination of staff and students for whom the flu vaccine is recommended. Persons developing symptoms at school should be sent home as soon as possible and instructed not to return until well.

Social distancing

In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures may include standing three feet apart when communicating, canceling outdoor recess, and monitoring hand washing after bathroom use and after sneezing/coughing/blowing nose. Wiping phones with antibacterial wipes after each use. Limit use of headphones, keyboards and any other shared items in the classroom – wipe with antibacterial wipes after each use.

Use a bacterial spray (such as Lysol) in the classroom twice daily

Open windows if weather permits while room is occupied or while students leave the room for lunch. Possible school closure for a short amount of time early in the course of a community outbreak.

Consult www.pandemicflu.gov and /or **See Details re: Pandemic Flu at the end of this section.**

POISONING

1. In all oral poisoning, give liquids to dilute the poison.
2. Procedures for handling specific oral poisoning cases should be reviewed by teachers of classes in areas where poisoning may take place.

PUNCTURE WOUNDS (knife and gunshot)

A puncture wound may be caused by a pointed object such as a nail, piece of glass, or knife that pierces the skin. Gunshot wounds are also considered to be puncture wounds.

Generally, puncture wounds do not bleed a lot and are therefore susceptible to infection; severe bleeding can result if the penetrating object damages internal organs or major blood vessels.

If an object is impaled in a wound, **DO NOT REMOVE IT.**

- Place several dressings around the object to keep it from moving.
- Bandage the dressings in place around the wound.
- Call 911 and contact parents.

A puncture wound to the chest can range from minor to life threatening. A sucking chest wound is one in which the rib cage has been penetrated and you can hear a sucking sound every time the victim takes a breath.

- Without proper care, the victim's condition will quickly worsen.
- Cover the wound with a dressing that does not allow air to pass through it.

- A plastic bag, latex glove, or plastic wrap taped over the wound will help keep air circulating through the lungs.
- Give additional care as needed. Watch for shock.
- Call 911 and contact parents.

SEIZURE

This can be an alarming sight; a person who's limbs jerk violently, whose eyes may roll upward, whose breath may become heavy with dribbling or even frothing at the mouth,. Breathing may stop in some seizures, or the victim may bite his or her tongue so severely that it blocks the airway. Do not attempt to force anything in to the victim's mouth. You may cause injury to the victim or yourself.

1. During a seizure:
 - a. There is little you can do to stop a seizure.
 - b. Call for help.
 - c. Let the seizure run its course.
 - d. Help the victim to lie down and keep from falling to avoid injury.
 - e. Do not use force.
 - f. Loosen restrictive clothing.
 - g. Do not try to restrain a seizure victim.
 - h. Cushion the victim's head using folded clothing or a small pillow.
 - i. If a seizure lasts 10 minutes in a known epileptic, or 5 minutes in a person with no seizure history, call 911.
2. After a seizure:
 - a. Check to see if the victim is breathing. If not, immediately begin rescue breathing.
 - b. Check to see if the victim is wearing a **MEDIC ALERT** or similar bracelet. It describes emergency medical requirements.
 - c. Check to see if the victim has any burns around the mouth. This would indicate poison.
3. The victim of a seizure may be conscious but confused and not talking when the intense movement stops. Stay with the victim and be certain that breathing continues. When the victim is able to move, get medical attention.

After the seizure is over, the pupil can be taken to the office to lie down until the dazed phase is over and parents are notified. The student should be attended to continuously until fully recovered.

Very rarely a condition called "status epilepticus" occurs in which one seizure follows another for a long period of time. **This is a medical emergency, call 911.**

SHOCK

1. Shock is likely to develop in any serious injury or illness. Shock may be serious enough to cause death even though the injury itself may not be fatal. Four important symptoms of shock are:
 - Pale, cold, moist skin
 - Weak and/or rapid pulse
 - Rapid Breathing
 - Altered Consciousness
2. The symptoms of shock may appear immediately or may be delayed for an hour or more. Give shock care to all seriously injured persons:
 - Have the victim lie down

- Control any external bleeding
- Help the victim maintain body temperature, cover to avoid chilling
- Reassure the victim
- Elevate legs about 12 inches unless you suspect head, neck, or back injuries or broken bones involving hips or legs.
- Do not provide anything to eat or drink.
- Call 911
- Call parents

SUNSTROKE

1. A person with sunstroke will have nausea, weakness, headache, cramps, pounding pulse, high blood pressure and high temperatures (up to 106 degrees.) The armpits are dry; skin flushed initially but later turns ashen or purplish. Delirium or coma is common.
2. Medical help is crucial. While waiting for medical aid, reduce temperature with a cold bath, sponging with alcohol or water, until the temperature is down. Hospitalization should be immediate.

WOUNDS

An abrasion is a wound caused by scraping off the outer layer of skin. An abrasion is usually superficial with little bleeding but infection can occur unless the wound is cleaned with soap and water. Wash away from the wound.

An incision is a cut caused by a sharp object such as a knife, razor blade, or piece of glass. Bleeding is a serious problem. Medical help is often necessary in case the wound must be sewn.

A laceration is a tear or jagged, irregular wound caused by a hard object such as a rock, machine tool, bicycle or automobile. Animal bites are also lacerations. Surrounding tissue is damaged and bleeding may be profuse. A minor laceration can be cleaned with soap and water, but if the bleeding is severe, a pressure dressing may be needed. If the laceration is caused by an animal, medical help is required for testing and treatment of the animal.

A puncture wound is caused by deep penetration of a sharp object such as a pencil, nail, ice pick, bullet, spear or arrow. There may be little surface bleeding, but severe internal bleeding can result. A puncture wound is difficult to cleanse and may require a tetanus shot to guard against infection.

North Country's Safe School Vision projects an image of responsive awareness. There is an orderly, purposeful atmosphere, which is free from the threat of personal harm. Students learn in a safe and nurturing environment with the expectation that they will become productive, self-confident, and responsible citizens.

NORTH COUNTRY MISSION STATEMENT

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

"Educating Today for a Better Tomorrow"

The mission of North Country Year Round 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 School provides an environment that...

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

THE SCHOOL CLIMATE:

An action plan for people and programs reflecting the school's social environment

Our school is a place where students are encouraged as individuals to contribute to the smooth functioning of the school. Our students will display a sense of pride in belonging to a school with high academic standards, meaningful activities, and an awareness of self, others and the environment. A well-rounded curriculum in addition to fair and consistent rules and procedures provides a solid foundation for a positive school environment.

Objective 1: Creating a caring school climate

As a result of the student survey, new and existing programs will provide students with opportunities to feel that they are a part of things going on around them. The next survey shall reflect an approval rating of 80% or higher relating to students' sense of belonging and participation.

1. Related Activities

a) Cooperative learning and Buddy programs between older and younger students

- Instills empathy in older students
- Develops a sense of competency in older students
- Helps both older and younger students to feel cared about and relate to school
- Gives younger students role models for caring and helping

b) Character Education

- Monthly character traits introduced by teachers, reinforced by administrators promote good behavior
 - Students representing each trait earn charms for their collection. Their photos are displayed in the multi-purpose room.
- Students are encouraged to "walk the talk" when out on the playground
- Schools with character education programs have reported gains in reading and math scores
- Decreases vandalism
- Maintains high standards for behavior, decreases student referrals and contributes to a safer, more caring environment

c) Student Recognition

- Spirit Assemblies are held during each grading period
 - Students are recognized and awarded certificates, ribbons and charms for academics, citizenship and perfect attendance
 - Club members are recognized during Spirit Day
- Timberwolf Tickets awarded to students displaying courteous lunchtime behavior in addition to every Friday that they do not turn a behavior warning card in their classroom
- North Country cash awarded to students to spend at NoCo Store
- Random student photos of students on the playground or participating in school-wide events are displayed in the multi-purpose room

- d) Anti-Bullying strategies are implemented with expected behavior reflecting KSRLP – Kind, Safe, Respectful, Logical, Positive
- Anti-bullying strategies such as “Grandma Rose’s” “Don’t bite the hook”, walk away from conflict, being part of the solution and not the problem and avoiding rumors
 - Student Rules Assembly held twice each year reinforces expectations
 - Sexual Harassment Policy defined to 4th and 5th graders via video presentation*
 - Second Step violence prevention curriculum (K-5) assists students in solving conflicts and having the self-confidence to do so
 - Life Skills (grade 5) assists students with ethical issues and doing the right thing
- e) Student clubs and activities help to improve grades by providing students with activities that interest them and encourage them to come to school
- Timberwolf Trotters before school walking program for students in grades 1-5
 - Tech Mentors computer technology instruction for students in grades 4-5
 - Conflict Managers – students in grades 4-5 assist students during recess in solving conflicts and disagreements
 - Art Club Grades 3-5
 - Before school G.A.T.E. program
 - Title I TLC Timberwolf Learning Club grades 1-5
 - Spring Musical Production/Drama Club

Objective 2: Meaningful Participation

As a result of the aforementioned activities and programs in addition to the following school or district wide programs, and positive behavioral support for students, North Country will experience an approval rating of 80% or higher on the next parent survey relating to meaningful participation of students.

1) Related Activities

- a) Positive reinforcement is practiced in all classrooms with accommodations and modifications tailored to individual students
- b) Behavior Support contracts developed when student receives three or more referrals
- c) Appropriate behavior is modeled, coached and expected
- d) Second Step curriculum implemented 30 minutes weekly
- e) Staff development opportunities are offered during staff meetings. Topics such as student writing activities, student safety, technology, special education strategies, organizational techniques, and core curriculum are addressed
- f) Consistent school-wide discipline policy
- g) Character education- A different character trait is highlighted each month
- h) Field trips appropriate to grade level
- i) Encourage parent classroom volunteers
- j) Involvement with PTA family activities
- k)
 - Harvest festival
 - North Country student store
 - Scholastic book fairs
 - Santa’s Breakfast
 - Participation in school-wide events
 - Student assemblies

- I) School-wide events and programs for students are encouraged by teachers
 - ISPS (In School Postal System)
 - Author Day
 - North Country Reads – supplemental reading incentive program
 - Title I TLC – Learning Lab and before school program for students needing supplemental instruction
 - Foyer Bulletin board highlights student work
 - Red Ribbon Week promotes anti-drug campaign and promotes healthy lifestyles. Each day carries a different theme encouraging student participation
 - Assemblies to heighten student awareness on ecological issues, moral character, music, arts or health are provided

Objective 3: Parent/Student Communication

As a result of the following methods, procedures and activities, student and parent surveys relating to communication shall demonstrate an approval rating of 80% or higher.

1) Related Activities

- a) Timberwolf Times newsletter featuring school-wide events and information
- b) Auto-dialer to inform parents of upcoming events, minimum days and other pertinent information
- c) Title I parent informational visitor days to explain the program and what is available for students in all grade levels
- d) North Country website featuring school calendar, teacher e-mail, Aeries homelink, parent handbook, emergency plan and other pertinent student information
- e) Parent information handbook is sent home at the beginning of each school year and given to new, enrolling students' parents. This will also be posted on school website. Parent handbook includes school-wide discipline plan and school compact.
- f) PTA meets once each month
- g) SSC (School Site Council) meets each month. Three SSC meetings are combined with ELAC (Oct. Jan. and April)
- h) Back to School Night/Open House
- i) Teachers will contact parents via phone or e-mail to keep them updated on student progress and/or behavior.
- j) Rules Assembly for students twice yearly in addition to clear academic and behavior expectations outlined by teachers
- k) Classroom behavior incentives/positive reinforcement
- l) Each day, parents of absent students are called
- m) Telephone reminders of minimum days, holidays and special events
- n) School Site Council agenda will be posted in foyer
- o) Parent Teacher conferences are held twice each year
- p) Student recognition opportunities
- q) Interpreter is arranged for parent conferences, SST and IEP meetings when needed
- r) SST (Student Study Team) meetings are scheduled for students with concerns. Teachers or parents may request a SST.
- s) English Language parents may attend ELAC informational meetings. Translators are provided
- t) Coordination with Resource teacher, classroom teacher, parent, psychologist, speech therapist, administrator and student for students with special needs
- u) Information on strategies to help parents with students will be distributed during conferences and/or Back to School night

THE PHYSICAL ENVIRONMENT:

An action plan for places reflecting the school's physical environment including crisis response procedures and policies relating to student safety

Objective 1: Student Safety relating to Emergency Procedures

As a result of the following policies and procedures, the safety of all students is of utmost importance and shall receive an approval rating of 80% or higher on parent and student surveys.

1) Related Activities

- a) Practice drills for fire and intruder on campus are held monthly
- b) Full-scale District emergency drills are held once a year
- c) Specific emergency procedures are listed in the Emergency Plan component of this handbook and is distributed to all staff members with copies in the office available to parents and law enforcement
 - The plan is updated yearly and approved by SSC and The Board of Trustees
 - The plan is reviewed by the staff at least once a year
 - North Country's Safety Committee meets at least once yearly to amend or review the plan and make recommendations
 - NIMS (National Incident Management System) training video for staff each year
 - START (Simple Triage And Rapid Treatment) training video for staff each year
- The Safety Committee understands the limitations of the school budget, and has made recommendations to purchase surveillance equipment when it is allowable and advisable by the School Site Council.
- d) Safety information is included in the parent handbook and will be posted on North Country's website
- e) The staff is instructed to implement a lock down if there is any doubt regarding a stranger on campus
- f) All adults must sign in the office before going to classrooms or any other building or outdoor area on campus
- g) Posters are prominently displayed in windows with a warning that parents and neighbors have been given the number to the Twin Rivers PD to report suspicious activity or vandalism
- h) Graffiti, broken windows and any other damage found in the morning is reported immediately to the district's maintenance office
- i) It is taught and reinforced that students are to report any dangerous object including broken glass, a weapon, lighters, matches, etc. to an adult immediately and not to touch that object
- j) The District's Volunteer Policy requires fingerprint clearance, TB test and Megan's Law database check for parents who will be working with students outside of the teacher's supervision
- k) The District contracts with the Twin Rivers PD. Officers are available on an as-needed basis

Objective 2: Student Safety within the daily routine

As a result of the following programs and procedures, at least 95% of all surveyed students will report that they feel secure and safe while at school

1) Related Activities

- a) Staff members communicate with students on a personal level
- b) Second Step curriculum
- c) Conflict Managers available during recesses
- d) Character Education
- e) Red Ribbon Week, Author Day, Student Motivation assembly – all carry a “Believe in Yourself” theme with specific emphasis on anti-bullying
- f) After recess freeze bell will prompt a “cool down, calm down” frame of mind as students stop, then walk toward classroom lines
- g) Students experience an assembly twice a year relating to appropriate behavior, lunchroom procedures, dangerous objects, proper attire, conflict management skills and emergency drills
- h) Sexual Harassment information for students in grades 4-5
- i) Teachers, instructional assistants, custodians and other school personnel provide campus supervision. Students are instructed that they may seek help from any adult on campus

Objective 3: Student Health

The following procedures and policies are in place to supplement the health of the students and staff. Additionally, as a result of the District Health and Wellness plan, we hope at least 80% of our parents will indicate their awareness relating to the health and welfare of students on the parent survey.

1) Related Activities

- a) A salad bar is offered each day during lunch
- b) Timberwolf Trotters meet three times a week before school for a wellness walk
- c) Healthy snacks are encouraged
- d) Cardio activities are included during PE - PE interns from Sac State
- e) Fifth grade takes part in an annual PE assessment
- f) Hearing and Vision screenings are scheduled through the District’s nurse and may be requested by a teacher, parent or SST members
- g) Resources for vision, medical and dental are available through the District nurse or through Spinelli School’s Healthy Start program
- h) Dental screening for all students through Healthy Start program
- i) Notification of contagious disease (or lice) is facilitated by the District’s nurse or health assistant
- j) All adults working with students must have a valid TB test
- k) Students sent home for lice must be screened by District health personnel before returning to class
- l) District health personnel review student shot records annually
- m) Students and parents are informed about MRSA (staph infections) and H1N1 flu virus. Frequent hand-washing is encouraged. Anti-bacterial wipes are used in classrooms as frequently as possible
- n) Counselors/Mentors available for students designated “Homeless” through Healthy Start

THE SOCIAL ENVIRONMENT:

An action plan to maintain the school's organizational structure

Objective 1: A pro-active role is maintained by all staff members relating to the success of the school's operation. At least 80% of surveyed parents will agree that the staff works cohesively to inform students of established rules and procedures, reinforces safe practices and keeps parents aware of school-wide activities and events.

1) Related Activities - Staff

- a) Shared decision making is encouraged by the leadership team
 - Staff must meet, discuss and vote on any new or existing school procedure or policy that has been brought to the table before changes are made
 - Staff agrees to a school-wide discipline policy meaning every student on campus is the responsibility of all
- b) Staff Development opportunities are often provided by North Country's own staff members
- c) Staff members are a part of School Site Council and PTA. Staff members share in the attendance of school-wide events
- d) Staff members facilitate clubs and activities for students
 - G.A.T.E.
 - Art Club
 - Spring theatrical production/Drama Club
 - Timberwolf Trotters walking club
 - TLC morning program
 - Tech Mentors
 - Spirit Day
 - Conflict Managers
 - Title I parent classroom visits and informational meetings
 - Back to School Night/Open House
- e) Staff members work together to reinforce rules and procedures via school-wide discipline policy
- f) Staff members stay in contact with parents via e-mail, conferences, phone calls and or written messages
- g) Staff members keep the Leadership Team informed of any concerns or issues that may arise on a daily or weekly basis
- h) Staff meetings occur about once a week covering necessary information, staff development, discussions regarding change in procedures and also include recognitions
- i) Administrators frequently walk through classrooms to identify Best Practices

2) Related Activities – Students

- a) Clubs and activities
- b) Involvement with Big Buddy Program
- c) Assistance from instructional assistants and specialists in academics and/or Accelerated Reading Program

- d) Experiencing workshop, rotation periods and Second Step from other grade level teachers
- e) Special Ed. students are mainstreamed in the aforementioned activities and in core subjects when appropriate
- f) Students earn charms and certificates for academics, character education, perfect attendance and citizenship and are publicly recognized for their accomplishments
- g) Students participate in extra-curricular activities encouraging parent attendance and/or participation
- h) English Learner students are assisted in the EL program and with Accelerated Reader
- i) In School Postal Service to encourage student writing and correspondence. Older students provide this service acting as postal workers and letter carriers

PHYSICAL SCHOOL ENVIRONMENT

North Country Elementary is located in Antelope at the north end of Sacramento County. The campus experiences mild to moderate vandalism during evening hours, however, the frequency of occurrences has lessened within the past year. The immediate area around the school includes single family dwellings, duplexes and apartments.

The school site encompasses 10 acres. There are two sets of classroom buildings facing the south parking lot with three nature areas and walkway in between the buildings. This cannot be seen from the street. Also, the office faces the parking lot which is connected to the multi-purpose room and library.

Four sets of re-locatable classroom buildings (twelve in all) are positioned on the west side, facing each other and away from the parking lot. These buildings are fenced off after hours. The playground is grass and asphalt and includes goal posts, two baseball diamonds, basketball and volleyball courts and running lanes. North Country is an open campus, not enclosed by gates.

During the school day, staff members and administrators provide campus supervision. The entire playground is easily seen if standing on the asphalt anywhere near the playground structure. A Safe School Officer is available if needed.

It shall be the practice of North Country Elementary and Center Unified to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. The school was most recently painted in 2004. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. The grounds are monitored for safety and appearance by the administration, custodians and individual classroom teachers. The students take pride in the appearance of the school.

Internal Security Procedures

North Country has established procedures in the following areas: Emergency preparedness, suspension, school discipline rules and procedures, and an adopted school-wide dress code. Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of North Country.


Site administrators contribute to a positive school climate, promote positive pupil behavior and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. North Country employees comply with all legal mandates, regulations and reporting requirements for all instances of suspected child abuse. If appropriate, additional internal security procedures affecting the integrity of the school facility include classroom intercoms and an emergency bell system. Community involvement is encouraged to help increase school safety using the WE TIP hotline to report suspected vandalism, drug use or other illegal activity. An outdoor surveillance system will be installed in 2008 to deter vandalism and/or apprehend vandals

Inventory System – Engraved ID, Security Storage

All school-site equipment has a metal ID tag or bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

H1N1 FLU FACT SHEET

 <p>SACRAMENTO COUNTY PUBLIC HEALTH</p>	<p>H1N1 Flu (Swine Flu) Fact Sheet from Sacramento County Public Health <i>Gerritah Trochet, M.D. Sacramento County Public Health Officer</i></p> <p>Advice for Parents of School-age Children</p>
www.SCPH.com	<p>Follow us at www.Twitter.com/SacPublicHealth August 20, 2009</p>

This page provides parents and students heading back to school with some important information on H1N1 flu. As children return to school and spend less time outdoors and more time in confined spaces such as classrooms, we expect to see more illness caused by H1N1 flu.

H1N1 flu is present throughout Sacramento County. Schools in Sacramento County will not be dismissed for cases of H1N1 influenza unless there are a large number of students or faculty who are ill, interfering with the school's ability to function. Sacramento County Public Health will consider school and childcare dismissal on an individual basis, taking into consideration the best health information available at the time. We ask that children and their families follow these prevention tips:

Wash Your Hands the Right Way

Washing your hands is simple and it's the best way to prevent infection and illness. Teach your children to wash their hands the right way! When washing hands with soap and water:

- Wet your hands with clean running water and apply soap. Use warm water if it is available.
- Rub hands together to make a lather and scrub all surfaces.
- Continue rubbing hands for 15-20 seconds. Need a timer? Imagine singing "Happy Birthday" twice through to a friend.
- Rinse hands well under running water.
- Dry your hands using a paper towel or air dryer.
- If possible, use your paper towel to turn off the faucet.
- Always use soap and water if your hands are visibly dirty.

If soap and clean water are not available, use an alcohol-based hand rub to clean your hands. Alcohol-based hand rubs significantly reduce the number of germs on skin and are fast-acting.

When using an alcohol-based hand sanitizer:

- Apply hand rub to the palm of one hand.
- Rub hands together.
- Rub the product over all surfaces of hands and fingers until hands are dry.

Avoid Contact with Sick People

Try to avoid close contact (within six feet) with anyone who is sick with the flu. People of any age with chronic medical conditions (such as asthma, diabetes, or heart disease), pregnant women, young children and people 65 years and older should be especially careful. Infants should not be cared for by sick family members.

(Continued)

Stay Home if Sick

If your child is sick, keep him/her home, providing plenty of rest and fluids. It is best if your child is in a separate room, so as not to spread the flu to other household members. If your child has no chronic illnesses, it is likely that s/he will get better without needing to see a doctor; however, watch for warning signs that your child may be getting very sick. These include: fast breathing or trouble breathing; bluish or gray skin color; not drinking enough fluids; not urinating or no tears when crying; severe or persistent vomiting; pain or pressure in the chest or abdomen; confusion or improvement followed by a return of fever and worse cough. Keep your child home until s/he has had no fever for 24 hours without using anti-fever medicines. A doctor's note is not necessary to return to school.

Cover Coughs and Sneezes

H1N1 spreads from person to person in the same way as seasonal flu: through coughing or sneezing by people with influenza. The influenza virus is put into the air and inhaled by those nearby or picked up from surfaces where the virus might have landed. Teach children to cover their nose and mouth with a tissue when they cough or sneeze. Make sure they throw the tissue in the trash after they've used it and wash their hands the right way. If tissue is not available, teach children the "Dracula cough." Children should simply cough or sneeze into their inner elbow or upper arm in the same way that Count Dracula hides his face!

Get Vaccinated

Although we don't yet know exactly when H1N1 flu vaccine will be available, seasonal flu vaccine will be available late summer or early fall. Seasonal flu vaccine doesn't protect against H1N1 flu, but it does protect against seasonal influenza viruses that will also be circulating. Every year, an estimated 36,000 people die from illness related to seasonal flu in the United States.

The seasonal flu vaccine is recommended for all children ages 6 months to 19 years. This is because, as we learned with H1N1 flu, children often get the flu at school and then bring it home to the family. It's especially important to protect younger siblings and older relatives with weaker immune systems who can have serious complications from the flu. Flu vaccine keeps children healthy and prevents them from spreading the flu to others. You can get the vaccine from your health care provider or check www.SCPH.com for flu clinic locations.

Seasonal flu vaccine is also recommended for almost everyone else in our community—especially pregnant women, those who are 50 years and older, health care workers, those who care for children under 5 years old, and everyone who has a chronic illness, such as asthma, diabetes or heart disease.

To find out where to get seasonal flu vaccine for you and your family, contact your health care provider or health plan. You can also visit www.SCPH.com for Sacramento County flu clinic locations.

Online Resources:

www.SCPH.com
[www.twitter.com/SacPublicHealth](https://twitter.com/SacPublicHealth)
www.CDPH.ca.gov
www.flu.gov

Sacramento County Public Health Division
 Sacramento County Public Health Division Twitter Feed
 California Department of Public Health
 U.S. Centers for Disease Control and Prevention

EOC Message Form

Date	Priority (Circle one) EMERGENCY URGENT ROUTINE (Life Threatened) (Property Threatened) (All Others)
Time	

TO	Name	FROM	Name
	Title		Title
	Location		Location

Check One ☐ Take Action ☐ For Information ☐ Other

Category	Number	Description
----------	--------	-------------

A.	# _____	Fatalities
B.	# _____ Minor	Injuries Minor: In need of First Aid attention only
C.	# of Injured	Injuries (Ambulance)
	# _____ Major	Major: Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.
		Moderate: Burns, major multiple fractures, Back injuries with or without spinal cord damage
D.	# _____ Moderate Circle one	Property Damages
	Major	Major damage: building collapse, building leaning, major ground movement causing large cracks in ground.
	Moderate	Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines).
	Minor	Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.
E.	_____ Ambulance _____ PG&E _____ Other	Resources Needed _____ Other: (describe)

↑
Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate.

Additional Information:

Disposition:

Action Requested By:
(Name)

Time Action provided:

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Date: 10/25/10

Action Item

To: Board of Trustees

Information Item

From: Jeanne Bess

Attached Page 1

Principal's Initials: _____

SUBJECT:

**APPROVAL OF CENTER UNIFIED SCHOOL DISTRICT
PAYROLL ORDERS**

The Governing board is asked to approve the attached payroll
Orders for July 2010 through October 2010.

RECOMMENDATION: That the CUSD Board of Trustees approve the
District Payroll Orders for July through October 2010.

CONSENT AGENDA

DISTRICT PAYROLL-SUMMARIZED FOR FISCAL YEAR ENDING JUNE 30,2011
--

	REGULAR	VARIABLE	SPECIAL	TOTAL PAYROLL	#OF TRANSACTIONS
JULY	\$ 1,026,215.77			\$ 1,026,215.77	211
AUG	\$ 2,444,142.07			\$ 2,444,142.07	531
SEPT	\$ 2,459,830.73			\$ 2,459,830.73	632
OCT	\$ 2,473,924.01			\$ 2,473,924.01	647
NOV				\$ -	
DEC				\$ -	
2-Jan				\$ -	
JAN				\$ -	
FEB				\$ -	
MARCH				\$ -	
APRIL				\$ -	
MAY				\$ -	
JUNE				\$ -	
SPECIAL				\$ -	
SPECIAL				\$ -	
	\$ 8,404,112.58	\$ -	\$ -	\$ 8,404,112.58	2021

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Business Department

Action Item X

To: Board of Trustees

Information Item

Date: November 17, 2010

Attached Pages 35

From: Jeanne Bess, Director of Fiscal Services 

SUBJECT: Supplemental Agenda - Commercial Warrant Registers

October 14, 2010, \$250,773.77

October 21, 2010, \$450,562.55

The commercial warrant payments to vendors totals
\$701,336.32

RECOMMENDATION: That the CJUSD Board of Trustees approve the Supplemental Agenda - Vendor Warrants as presented.

CONSENT AGENDA

81 CENTER UNIFIED SCHOOL DIST.
10-14-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0023 10-14-2010
FUND : 01 GENERAL FUND

J5663 APY500 H.02.05 10/14/10 PAGE 1
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP	Liq Amt	Net Amount			
015797/00	ACE SUPPLY HARDWARE NORTH 7115 WATT AVENUE, SUITE 100 NORTH HIGHLANDS, CA 95660							
905 PO-110756	10/07/2010	81832/2,81826/2	1 01-7230-0-4300-112-0000-3600-007-000 NN F	76.40	76.40			
TOTAL PAYMENT AMOUNT			76.40 *		76.40			
010669/00	ALHAMBRA & SIERRA SPRINGS. P.O. BOX 660579 DALLAS, TX 75266-0579							
5 PO-110011	10/07/2010	27053384782453	1 01-8150-0-4300-106-0000-8110-007-000 NN P	111.88	111.88			
266 PO-110239	10/07/2010	27045104780794	1 01-0000-0-4300-103-0000-7200-003-000 NN P	32.48	32.48			
370 PO-110307	10/07/2010	27047404781257	1 01-7230-0-4300-112-0000-3600-007-000 NN P	60.44	60.44			
421 PO-110368	10/07/2010	27050334781839	1 01-0000-0-4300-475-3200-2700-015-000 NN P	50.45	50.45			
TOTAL PAYMENT AMOUNT			255.25 *		255.25			
019311/00	ALIGNMENT SPECIALTIES 5316 ROSEVILLE RD. SUITE G N. HIGHLANDS, CA 95660							
908 PO-110758	10/07/2010	006577	1 01-7230-0-4300-112-0000-3600-007-000 NY F	2,419.84	2,419.84			
TOTAL PAYMENT AMOUNT			2,419.84 *		2,419.84			
013985/00	ALL DIESEL ELECTRIC INC. P.O. BOX 1763 WEST SACRAMENTO, CA 95691							
936 PO-110781	10/07/2010	6687	1 01-7230-0-4300-112-0000-3600-007-000 NN F	305.70	305.70			
TOTAL PAYMENT AMOUNT			305.70 *		305.70			
021763/00	ALL STAR RENTS 2525 CLAY BANK RD. FAIRFIELD, CA 94533							
6 PO-110012	10/08/2010	198872	1 01-8150-0-5600-106-0000-8110-007-000 NN P	243.52	243.52			
TOTAL PAYMENT AMOUNT			243.52 *		243.52			

81 CENTER UNIFIED SCHOOL DIST.
10-14-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0023 10-14-2010
FUND : 01 GENERAL FUND

J5663 APY500 H.02.05 10/14/10 PAGE 2
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
010400/00	AT&T							
	PAYMENT CENTER							
	SACRAMENTO, CA	95887						
583 PO-110502	10/07/2010	24813481008413		1	01-0000-0-5902-106-0000-8110-007-000 NN P		8.04	8.04
					TOTAL PAYMENT AMOUNT		8.04 *	8.04
011675/00	AT&T MESSAGING							
	P.O. BOX 840486							
	DALLAS, TX	75284-0486						
9 PO-110015	10/07/2010	3200026		1	01-0000-0-5902-106-0000-8110-007-000 NN P		720.00	720.00
					TOTAL PAYMENT AMOUNT		720.00 *	720.00
021604/00	ATLAS DISPOSAL INDUSTRIES							
	DEPT# 2056							
	P.O. BOX 29675							
	PHOENIX, AZ	85038-9675						
8 PO-110014	10/07/2010	GV000019-001		1	01-0000-0-5550-106-0000-8110-007-000 NN P		213.97	213.97
8 PO-110014	10/07/2010	GV000019-002		1	01-0000-0-5550-106-0000-8110-007-000 NN P		736.00	736.00
8 PO-110014	10/07/2010	GV000019-003		1	01-0000-0-5550-106-0000-8110-007-000 NN P		501.24	501.24
8 PO-110014	10/07/2010	GV000019-004		1	01-0000-0-5550-106-0000-8110-007-000 NN P		432.86	432.86
8 PO-110014	10/07/2010	GV000019-005		1	01-0000-0-5550-106-0000-8110-007-000 NN P		278.79	278.79
8 PO-110014	10/07/2010	GV000019-006		1	01-0000-0-5550-106-0000-8110-007-000 NN P		391.85	391.85
8 PO-110014	10/07/2010	GV000019-007		1	01-0000-0-5550-106-0000-8110-007-000 NN P		1,435.02	1,435.02
8 PO-110014	10/07/2010	GV000019-008		1	01-0000-0-5550-106-0000-8110-007-000 NN P		223.30	223.30
8 PO-110014	10/07/2010	GV000019-009		1	01-0000-0-5550-106-0000-8110-007-000 NN P		1,061.45	1,061.45
8 PO-110014	10/07/2010	GV000020-001		1	01-0000-0-5550-106-0000-8110-007-000 NN P		380.72	380.72
					TOTAL PAYMENT AMOUNT		5,655.20 *	5,655.20
011697/00	C.A.S.H.							
	1130 K STREET, STE 210							
	SACRAMENTO, CA	95814						
934 PO-110779	10/07/2010	2010-12-12		1	01-0000-0-5300-106-0000-8110-007-000 N F		439.00	439.00
					TOTAL PAYMENT AMOUNT		439.00 *	439.00

81 CENTER UNIFIED SCHOOL DIST.
10-14-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0023 10-14-2010
FUND : 01 GENERAL FUND

J5663 APY500 H.02.05 10/14/10 PAGE 3
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP	Liq Amt Net Amount
018507/00	DILES, JACQUELYN							
926 PO-110765	10/07/2010	JULY,AUG,SEPT	1	01-0000-0-5210-105-0000-7200-005-000	NN P			55.50 55.50
		TOTAL PAYMENT AMOUNT				55.50 *		55.50
021610/00	EATON INTERPRETING SERVICES INC							
	8213 VILLA OAK DRIVE							
	CITRUS HEIGHTS, CA 95610							
631 PO-110539	10/07/2010	102716	1	01-0000-0-5800-103-0000-7200-003-000	NN P			105.00 105.00
631 PO-110539	10/07/2010	102715	1	01-0000-0-5800-103-0000-7200-003-000	NN P			125.00 125.00
631 PO-110539	10/07/2010	102714	1	01-0000-0-5800-103-0000-7200-003-000	NN P			105.00 105.00
		TOTAL PAYMENT AMOUNT				335.00 *		335.00
010336/00	ECOTECH PEST MANAGEMENT INC							
	P.O. BOX 160522							
	SACRAMENTO, CA 95816							
757 PO-110632	10/07/2010	#5	1	01-0000-0-5500-106-0000-8110-007-000	NN P			787.00 787.00
757 PO-110632	10/07/2010	1043	1	01-0000-0-5500-106-0000-8110-007-000	NN P			79.00 79.00
		TOTAL PAYMENT AMOUNT				866.00 *		866.00
019262/00	ENTERPRISE RENT A CAR							
	ATTN: ACCOUNTS RECEIVABLE							
	199 N SUNRISE AVE, DEPT C							
	ROSEVILLE, CA 95661-2900							
935 PO-110780	10/07/2010	D844120	1	01-0000-0-5810-472-1110-4000-014-915	NN F			91.56 91.56
		TOTAL PAYMENT AMOUNT				91.56 *		91.56
022149/00	FITNESS FINDERS							
	1007 HURST ROAD							
	JACKSON, MI 49201							
841 PO-110713	10/07/2010	114882	1	01-0000-0-4300-601-9728-1006-017-000	YN F			307.56 284.90
		TOTAL PAYMENT AMOUNT				284.90 *		284.90
		TOTAL USE TAX AMOUNT				24.93		

81 CENTER UNIFIED SCHOOL DIST.
10-14-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0023 10-14-2010
FUND : 01 GENERAL FUND

J5663 APY500 H.02.05 10/14/10 PAGE 4
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
017315/00	GENUINE PARTS COMPANY-SAC FILE 56893 LOS ANGELES, CA 90074-6893						
377 PO-110315	10/07/2010	20901850	1 01-7230-0-4300-112-0000-3600-007-000 NN P			384.98	384.98
TOTAL PAYMENT AMOUNT			384.98 *				384.98
017577/00	GOMES, JOE [REDACTED] [REDACTED]						
914 PO-110778	10/07/2010	REIMB	1 01-3550-0-5200-472-1110-1000-014-000 N F			76.00	76.00
TOTAL PAYMENT AMOUNT			76.00 *				76.00
014044/00	HAGEDORN, ROGER [REDACTED] [REDACTED]						
38 PO-110040	10/07/2010	SEPT	1 01-0000-0-5210-106-0000-8300-007-000 N P			13.00	13.00
TOTAL PAYMENT AMOUNT			13.00 *				13.00
015636/00	HASTIE'S SAND AND GRAVEL 9350 JACKSON ROAD SACRAMENTO, CA 95826						
42 PO-110043	10/08/2010	99848	1 01-8150-0-4300-106-0000-8110-007-000 N P			356.49	356.49
TOTAL PAYMENT AMOUNT			356.49 *				356.49
011219/00	HILLYARD INC. 826 PROFESSOR LANE SUITE 150 SACRAMENTO, CA 95834						
900 PO-110750	10/07/2010	6473896	1 01-0000-0-9320-000-0000-0000-000-000 NN P			76.56	76.56
TOTAL PAYMENT AMOUNT			76.56 *				76.56

81 CENTER UNIFIED SCHOOL DIST.
10-14-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0023 10-14-2010
FUND : 01 GENERAL FUND

J5663 APY500 H.02.05 10/14/10 PAGE 5
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
018990/00		INTERSTATE BATTERY SYSTEM OF SACRAMENTO INC 3701 PELL CIRCLE SACRAMENTO, CA 95838-2574						
375 PO-110312	10/08/2010	20067110		1	01-7230-0-4300-112-0000-3600-007-000 NN P		81.51	81.51
				TOTAL PAYMENT AMOUNT	81.51 *			81.51
010728/00		JOHNSTONE SUPPLY OF SACRAMENTO P.O. BOX 13845 SACRAMENTO, CA 95853						
52 PO-110052	10/07/2010	S1647142.001		1	01-8150-0-4300-106-0000-8110-007-000 NN P		59.88	59.88
				TOTAL PAYMENT AMOUNT	59.88 *			59.88
016750/00		JUST SEND IT POSTAL CENTER 7909 WALERGA RD., SUITE 112 ANTELOPE, CA 95843						
829 PO-110698	10/07/2010	201289		1	01-8150-0-5800-106-0000-8110-007-000 NN P		42.96	42.96
				TOTAL PAYMENT AMOUNT	42.96 *			42.96
020606/00		KLATT, BEN [REDACTED] [REDACTED]						
913 PO-110777	10/07/2010	REIMB		1	01-0000-0-4300-472-1203-1000-014-000 NN F		263.88	263.88
				TOTAL PAYMENT AMOUNT	263.88 *			263.88
017726/00		LOS ANGELES FREIGHTLINER P.O. BOX 60816 LOS ANGELES, CA 90060-0816						
372 PO-110309	10/08/2010	BN12085-BP58338		1	01-7230-0-4300-112-0000-3600-007-000 NN P		228.15	228.15
				TOTAL PAYMENT AMOUNT	228.15 *			228.15

81 CENTER UNIFIED SCHOOL DIST.
10-14-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0023 10-14-2010
FUND : 01 GENERAL FUND

J5663 APY500 H.02.05 10/14/10 PAGE 6
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP T9MP	Liq Amt	Net Amount
014651/00	MARANON, ISABELLA 3625 3RD AVENUE SACRAMENTO, CA 95817							
831 PO-110700	10/07/2010	#1	1	01-7230-0-5800-112-0000-3600-007-000	NY P		455.00	455.00
TOTAL PAYMENT AMOUNT							455.00 *	455.00
019059/00	MILLENNIUM TERMITE 9900 HORN ROAD, #5 SACRAMENTO, CA 95827							
55 PO-110055	10/07/2010	TR71099	1	01-0000-0-5500-106-0000-8110-007-000	NN P		91.00	91.00
55 PO-110055	10/07/2010	TR72628	1	01-0000-0-5500-106-0000-8110-007-000	NN P		57.00	57.00
TOTAL PAYMENT AMOUNT							148.00 *	148.00
021568/00	OEMPCWORLD.COM 2800 BOWERS AVE. SANTA CLARA, CA 95051							
817 PO-110688	10/07/2010	M431340	1	01-0000-0-4300-475-3200-1000-015-000	NN F		173.02	171.45
857 PO-110716	10/07/2010	M432417-IN	1	01-0000-0-4300-475-3200-1000-015-000	NN F		221.03	219.68
TOTAL PAYMENT AMOUNT							391.13 *	391.13
017576/00	OFFICE DEPOT/BUS.SERVICES DIV P.O. BOX 70025 LOS ANGELES, CA 90074-0025							
859 PO-110719	10/07/2010	535454256001	1	01-0000-0-4300-238-1110-1000-010-000	NN F		274.63	274.63
TOTAL PAYMENT AMOUNT							274.63 *	274.63
016023/00	OVERTON, GABRIELLE 6170 WOODSIDE DRIVE ROCKLIN, CA 95677							
928 PO-110773	10/07/2010	REIMB	1	01-5635-0-5800-601-1220-1000-017-000	NN F		57.00	57.00
TOTAL PAYMENT AMOUNT							57.00 *	57.00

81 CENTER UNIFIED SCHOOL DIST.
10-14-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0023 10-14-2010
FUND : 01 GENERAL FUND

J5663 APY500 H.02.05 10/14/10 PAGE 7
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
021139/00	PACIFIC COAST BREAKER LLC 4134 FORCUM AVENUE MCCLELLAN, CA 95652						
60 PO-110060	10/07/2010	36866	1 01-8150-0-4300-106-0000-8110-007-000 NN P			59.81	59.81
TOTAL PAYMENT AMOUNT			59.81 *				59.81
016784/00	PEST CONTROL CENTER INC. 3845 MADISON AVENUE NORTH HIGHLANDS, CA 95660-501						
62 PO-110062	10/07/2010	REOPEN	1 01-0000-0-5500-106-0000-8110-007-000 NN O			712.00-	0.00
62 PO-110062	10/07/2010	114078	1 01-0000-0-5500-106-0000-8110-007-000 NN F			712.00	712.00
TOTAL PAYMENT AMOUNT			712.00 *				712.00
021157/00	PHYSICAL THERAPY CLINICS INC 10390 COLOMA ROAD, SUITE 7 RANCHO CORDOVA, CA 95670						
542 PO-110474	10/07/2010	31003	1 01-0000-0-5800-100-1110-1000-005-955 NN P			2,300.00	2,300.00
TOTAL PAYMENT AMOUNT			2,300.00 *				2,300.00
014069/00	PLATT ELECTRIC SUPPLY 4201 S. MARKET COURT SACRAMENTO, CA 95834						
64 PO-110064	10/07/2010	8292772,8065171,8221937	1 01-8150-0-4300-106-0000-8110-007-000 NN P			48.47	48.47
64 PO-110064	10/07/2010	7953931	1 01-8150-0-4300-106-0000-8110-007-000 NN P			40.51	40.51
TOTAL PAYMENT AMOUNT			88.98 *				88.98
010552/00	SAC VAL JANITORIAL SALES & SERVICES, INC. 2421 DEL MONTE STREET WEST SACRAMENTO, CA 95691						
903 PO-110753	10/07/2010	01912734	1 01-0000-0-9320-000-0000-0000-000-000 NN P			93.24	93.24
903 PO-110753	10/07/2010	01913037	1 01-0000-0-9320-000-0000-0000-000-000 NN P			1,157.66	1,157.66
TOTAL PAYMENT AMOUNT			1,250.90 *				1,250.90

81 CENTER UNIFIED SCHOOL DIST.
10-14-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0023 10-14-2010
FUND : 01 GENERAL FUND

J5663 APY500 H.02.05 10/14/10 PAGE 8
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
018912/00	SAFETY-KLEEN CORPORATION P.O. BOX 7170 PASADENA, CA 91109-7170						
384 PO-110322	10/07/2010	52127493	1 01-7230-0-5800-112-0000-3600-007-000 NN P			296.69	296.69
TOTAL PAYMENT AMOUNT			296.69 *				296.69
016043/00	SHELTONS UNLIMITED MECHANICAL SERVICES 7537 AUSPICIOUS WAY SACRAMENTO, CA 95842						
766 PO-110638	10/08/2010	1441	1 01-8150-0-4300-106-0000-8110-007-000 NY P			442.31	778.95
TOTAL PAYMENT AMOUNT			778.95 *				778.95
011500/00	SIA / DELTA DENTAL P.O. BOX 276710 SACRAMENTO, CA 95827						
PV-111033	10/12/2010	OCTOBER 2010	01-0000-0-9552-000-0000-0000-000-000 NN				47,003.49
TOTAL PAYMENT AMOUNT			47,003.49 *				47,003.49
010263/00	SMUD PO BOX 15555 SACRAMENTO, CA 95852-1555						
81 PO-110081	10/07/2010	7000000347	1 01-0000-0-5530-106-0000-8110-007-000 NN P			86,023.07	86,023.07
TOTAL PAYMENT AMOUNT			86,023.07 *				86,023.07
014558/00	SPURR P.O. BOX 45526 SAN FRANCISCO, CA 941450526						
82 PO-110082	10/07/2010	34208	1 01-0000-0-5520-106-0000-8110-007-000 NN P			1,604.65	1,604.65
TOTAL PAYMENT AMOUNT			1,604.65 *				1,604.65

81 CENTER UNIFIED SCHOOL DIST.
10-14-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0023 10-14-2010
FUND : 01 GENERAL FUND

J5663 APY500 H.02.05 10/14/10 PAGE 9
<< Open >>

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description		FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
010127/00		UNITED PARCEL SERVICE P.O. BOX 894820 LOS ANGELES, CA 90189-4820						
	PV-111031 10/11/2010	YW013350,YW013390		01-0000-0-5901-105-0000-7200-005-000 NN			11.41	
		TOTAL PAYMENT AMOUNT		11.41 *			11.41	
019041/00		VALLEY TRUCK & TRACTOR CO 416 CENTER STREET YUBA CITY, CA 95991						
	96 PO-110096 10/07/2010	135714		1 01-8150-0-5600-106-0000-8110-007-000 NN P			187.60	187.60
		TOTAL PAYMENT AMOUNT		187.60 *			187.60	
015917/00		WEBER, NATALIE [REDACTED] [REDACTED]						
	932 PO-110776 10/07/2010	REIMB		1 01-0000-0-4300-601-9728-1006-017-000 NN F			24.71	24.71
		TOTAL PAYMENT AMOUNT		24.71 *			24.71	
019842/00		WFCB-OSH COMMERCIAL SERVICES P.O. BOX 659445 SAN ANTONIO, TX 78265-9445	954214111					
	58 PO-110058 10/07/2010	5780-9700-1009-9025		1 01-8150-0-4300-106-0000-8110-007-000 NN P			317.02	317.02
		TOTAL PAYMENT AMOUNT		317.02 *			317.02	
		TOTAL FUND PAYMENT		155,324.36 **			155,324.36	
		TOTAL USE TAX AMOUNT		24.93				

81 CENTER UNIFIED SCHOOL DIST.
10-14-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0023 10-14-2010
FUND : 09 CHARTER SCHOOLS

J5663 APY500 H.02.05 10/14/10 PAGE 10
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010669/00	ALHAMBRA & SIERRA SPRINGS						
	P.O. BOX 660579						
	DALLAS, TX 75266-0579						
295 PO-110264	10/07/2010	27036624779099	2 09-1100-0-4300-501-0000-2700-016-000 NN P			7.80	7.80
295 PO-110264	10/07/2010	27036624779099	1 09-1100-0-4300-501-1110-1000-016-000 NN P			31.18	31.18
TOTAL PAYMENT AMOUNT			38.98 *				38.98
014292/00	FLINN SCIENTIFIC						
	P.O. BOX 219						
	BATAVIA, IL 60510						
799 PO-110675	10/07/2010	1412631	1 09-0700-0-4300-503-1110-1000-018-000 N F			210.83	191.47
TOTAL PAYMENT AMOUNT			191.47 *				191.47
TOTAL FUND PAYMENT			230.45 **				230.45

81 CENTER UNIFIED SCHOOL DIST.
10-14-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0023 10-14-2010
FUND : 11 ADULT EDUCATION FUND

J5663 APY500 H.02.05 10/14/10 PAGE 11
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MP	Liq Amt	Net Amount
-------------	------------	-------------	------------	--------------	---------	-------------	-----------	----------	-----------	---------	------	---------	------------

017576/00	OFFICE DEPOT/BUS.SERVICES DIV												
	P.O. BOX 70025												
	LOS ANGELES, CA	90074-0025											

837 PO-110712 10/07/2010 535192014001

1 11-0030-0-4300-601-4130-1000-017-000 NN F
TOTAL PAYMENT AMOUNT 37.31 *

37.31
37.31

TOTAL FUND PAYMENT 37.31 **

37.31

81 CENTER UNIFIED SCHOOL DIST.
10-14-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0023 10-14-2010
FUND : 13 CAFETERIA FUND

J5663 APY500 H.02.05 10/14/10 PAGE 12
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP	Net Amount
014156/00		COUNTY OF SACRAMENTO ENVIRONMENTAL MANAGEMENT DEPT ENVIRONMENTAL HEALTH DIVISION 10590 ARMSTRONG AVENUE SUITE C MATHER, CA 95655						
128 PO-110119	10/07/2010	AR0058738	1	13-5310-0-5800-108-0000-3700-007-000	NN	P	181.00	181.00
128 PO-110119	10/07/2010	AR0005361	1	13-5310-0-5800-108-0000-3700-007-000	NN	P	533.00	533.00
TOTAL PAYMENT AMOUNT				714.00	*			714.00
011602/00		DANIELSEN CO., THE 435 SOUTHGATE COURT CHICO, CA 95928						
134 PO-110123	10/07/2010	1390999	2	13-5310-0-4300-108-0000-3700-007-000	N	P	2,094.00	2,094.00
134 PO-110123	10/07/2010	1390999	1	13-5310-0-4700-108-0000-3700-007-000	N	P	8,968.31	8,968.31
TOTAL PAYMENT AMOUNT				11,062.31	*			11,062.31
021080/00		ED JONES FOOD SERVICE INC 5100 FULTON DRIVE SUITE D FAIRFIELD, CA 94534-1639						
139 PO-110128	10/07/2010	SEPT	1	13-5310-0-4700-108-0000-3700-007-000	NN	P	29,270.98	29,270.98
TOTAL PAYMENT AMOUNT				29,270.98	*			29,270.98
010757/00		KIWI DISTRIBUTING INC 6409 LITTLER DR. N KEIZER, OR 97303						
587 PO-110504	10/07/2010	16599	1	13-5310-0-5600-108-0000-3700-007-000	NN	P	244.75	244.75
587 PO-110504	10/07/2010	16615	1	13-5310-0-5600-108-0000-3700-007-000	NN	P	303.31	303.31
TOTAL PAYMENT AMOUNT				548.06	*			548.06
022364/00		MYSCHOOLBUCKS LLC 9700 VILLAGE CENTER DRIVE SUITE 50-L GRANITE BAY, CA 95746						
142 PO-110131	10/07/2010	2010	1	13-5310-0-5300-108-0000-3700-007-000	NN	P	202.50	202.50
TOTAL PAYMENT AMOUNT				202.50	*			202.50

81 CENTER UNIFIED SCHOOL DIST.
10-14-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0023 10-14-2010
FUND : 13 CAFETERIA FUND

J5663 APY500 H.02.05 10/14/10 PAGE 13
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP T9MP	Liq Amt	Net Amount
<hr/>								
016279/00	P&R PAPER SUPPLY							
	P.O. BOX 590							
	REDLANDS, CA 92373							
883 PO-110738	10/07/2010	469099-02	1	13-5310-0-4300-108-0000-3700-007-000	NN P		372.47	372.47
883 PO-110738	10/07/2010	473301-00	1	13-5310-0-4300-108-0000-3700-007-000	NN P		308.85	308.85
TOTAL PAYMENT AMOUNT				681.32 *				681.32
011423/00	PLATH DISTRIBUTION INC							
	9632 SHALE COURT							
	ELK GROVE, CA 95624							
144 PO-110133	10/07/2010	8393,M10076,M10077	1	13-5310-0-4700-108-0000-3700-007-000	NN P		14,064.31	14,064.31
TOTAL PAYMENT AMOUNT				14,064.31 *				14,064.31
019993/00	PROPACIFIC FRESH							
	P.O. BOX 1069							
	DURHAM, CA 95938							
145 PO-110134	10/07/2010	SPINELLI	1	13-5310-0-4700-108-0000-3700-007-000	NN P		548.55	548.55
145 PO-110134	10/07/2010	DUDLEY	1	13-5310-0-4700-108-0000-3700-007-000	NN P		493.60	493.60
145 PO-110134	10/07/2010	N.COUNTRY	1	13-5310-0-4700-108-0000-3700-007-000	NN P		472.80	472.80
145 PO-110134	10/07/2010	WCR	1	13-5310-0-4700-108-0000-3700-007-000	NN P		1,483.00	1,483.00
145 PO-110134	10/07/2010	GLOBAL	1	13-5310-0-4700-108-0000-3700-007-000	NN P		379.93	379.93
145 PO-110134	10/07/2010	CHS	1	13-5310-0-4700-108-0000-3700-007-000	NN P		1,941.11	1,941.11
145 PO-110134	10/07/2010	OAKHILL-AUG	1	13-5310-0-4700-108-0000-3700-007-000	NN P		867.55	867.55
145 PO-110134	10/07/2010	OAKHILL-SEPT	1	13-5310-0-4700-108-0000-3700-007-000	NN P		649.90	649.90
TOTAL PAYMENT AMOUNT				6,836.44 *				6,836.44
015088/00	SCIC CO-OP							
	VALLEJO CITY USD							
	STUDENT NUTRITION SERVICES							
	665 WALNUT AVENUE							
	VALLEJO, CA 94592							
147 PO-110136	10/07/2010	11012	1	13-5310-0-4700-108-0000-3700-007-000	NN P		50.00	50.00
TOTAL PAYMENT AMOUNT				50.00 *				50.00
TOTAL FUND			PAYMENT	63,429.92 **				63,429.92

81 CENTER UNIFIED SCHOOL DIST.
10-14-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0023 10-14-2010
FUND : 14 DEFERRED MAINTENANCE FUND

J5663 APY500 H.02.05 10/14/10 PAGE 14
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP	Net Amount
011360/00		CAPITOL BUILDERS HARDWARE INC 4699 24TH STREET SACRAMENTO, CA 95822						
860 PO-110730	10/07/2010	103738	1	14-0024-0-4300-106-9608-8110-007-000	NN F			1,933.69
TOTAL PAYMENT AMOUNT								1,933.69
011190/00		UNIVERSAL SPECIALTIES 2821 FABER STREET UNION CITY, CA 94587						
759 PO-110634	10/07/2010	45511	1	14-0024-0-4300-106-9606-8110-007-000	NN F			653.04
TOTAL PAYMENT AMOUNT								653.04
TOTAL FUND PAYMENT								2,586.73

81 CENTER UNIFIED SCHOOL DIST.
10-14-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0023 10-14-2010
FUND : 21 BUILDING FUND

J5663 APY500 H.02.05 10/14/10 PAGE 15
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO	P OBJE	SIT GOAL	FUNC RES	DEP T9MP	Net Amount
021083/00	KIRK S. BRAINERD ARCHITECT							
	3510 COON HOLLOW RD.							
	PLACERVILLE, CA 95667							
895 PO-110745	10/07/2010	00-01	1	21-0000-0-6210-472-9631-8500-007-000	NY	P	29,165.00	29,165.00
TOTAL PAYMENT AMOUNT							29,165.00 *	29,165.00
TOTAL FUND PAYMENT							29,165.00 **	29,165.00
TOTAL BATCH PAYMENT							250,773.77 ***	250,773.77
TOTAL USE TAX AMOUNT							24.93	

81 CENTER UNIFIED SCHOOL DIST.
10-14-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0024 0-BATCH
FUND : 01 GENERAL FUND

J5663 APY500 H.02.05 10/14/10 PAGE 16
<< Open >>

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
017313/00	XEROX CORPORATION					FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
	P.O. BOX 7405									
	PASADENA, CA 91109-7405									
CL-818107 10/11/2010 CLOSE										
TOTAL PAYMENT AMOUNT					01-0000-0-5800-115-9790-8200-007-000 NN		0.00 *		11,176.56	0.00
TOTAL FUND PAYMENT							0.00 **			0.00
TOTAL BATCH PAYMENT							0.00 ***		0.00	0.00
TOTAL DISTRICT PAYMENT							250,773.77 ****		0.00	250,773.77
TOTAL USE TAX AMOUNT							24.93			
TOTAL FOR ALL DISTRICTS:							250,773.77 ****		0.00	250,773.77
TOTAL USE TAX AMOUNT							24.93			

Number of warrants to be printed: 58, not counting voids due to stub overflows.

81 CENTER UNIFIED SCHOOL DIST.
10-21-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0025 10-21-10
FUND : 01 GENERAL FUND

J5955 APY500 H.02.05 10/21/10 PAGE 1
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010226/00	AIRGAS NCN						
187 PO-110181	10/19/2010	102596004	1 01-0000-0-4300-472-1210-1000-014-000 NN P			63.00	63.00
TOTAL PAYMENT AMOUNT						63.00 *	63.00
010002/00	ALDAR ACADEMY						
471 PO-110412	10/19/2010	SEPT	1 01-6500-0-5800-102-5750-1180-003-000 NN P			2,980.32	2,980.32
TOTAL PAYMENT AMOUNT						2,980.32 *	2,980.32
010669/00	ALHAMBRA & SIERRA SPRINGS						
602 PO-110506	10/19/2010	27045224780818	1 01-0000-0-4300-105-0000-7200-005-000 NN P			26.51	26.51
TOTAL PAYMENT AMOUNT						26.51 *	26.51
021763/00	ALL STAR RENTS						
6 PO-110012	10/19/2010	199742	1 01-8150-0-5600-106-0000-8110-007-000 NN P			120.06	120.06
TOTAL PAYMENT AMOUNT						120.06 *	120.06
014733/00	ALL WEST COACHLINES INC.						
947 PO-110790	10/19/2010	34615	1 01-7220-0-5810-472-9616-1050-000-000 NN F			711.00	711.00
TOTAL PAYMENT AMOUNT						711.00 *	711.00
018232/00	AMERICAN DRYER INC						
PV-111037	10/21/2010	FREIGHT	01-0000-0-4300-111-0000-8200-007-000 NN				23.44
TOTAL PAYMENT AMOUNT						23.44 *	23.44
015253/00	APPLIED BEHAVIOR CONSULTANTS						
843 PO-110718	10/18/2010	27426	1 01-6500-0-5800-102-5750-1130-003-000 NN P			3,106.98	3,106.98
843 PO-110718	10/19/2010	27157	1 01-6500-0-5800-102-5750-1130-003-000 NN P			1,898.71	1,898.71
TOTAL PAYMENT AMOUNT						5,005.69 *	5,005.69

81 CENTER UNIFIED SCHOOL DIST.
10-21-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0025 10-21-10
FUND : 01 GENERAL FUND

J5955 APY500 H.02.05 10/21/10 PAGE 2
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
016073/00	ARCOA INDUSTRIES							
899 PO-110749	10/19/2010	INV008711			1 01-0000-0-9320-000-0000-0000-000 NN F		84.00	82.56
					TOTAL PAYMENT AMOUNT			82.56
					82.56 *			
010896/00	AT&T MOBILITY							
428 PO-110405	10/18/2010	436077910697			1 01-0000-0-5903-110-0000-7200-004-000 NN P		214.37	214.37
					TOTAL PAYMENT AMOUNT			214.37
					214.37 *			
018533/00	ATKINSON ANDELSON LOYA RUUD							
683 PO-110574	10/20/2010	366938			1 01-0000-0-5804-105-0000-7200-005-000 NE P		5,225.49	5,225.49
					TOTAL PAYMENT AMOUNT			5,225.49
					5,225.49 *			
016805/00	BATES, CHERYL							
729 PO-110612	10/19/2010	MILEAGE-SEPT			1 01-6500-0-5800-102-5750-1180-003-000 NY P		40.68	40.68
729 PO-110612	10/19/2010	INSTRUCT-SEPT			1 01-6500-0-5800-102-5750-1180-003-000 NY P		540.00	540.00
					TOTAL PAYMENT AMOUNT			580.68
					580.68 *			
021235/00	BECKER, LEE ANN							
784 PO-110648	10/19/2010	SEPT			1 01-0000-0-5210-102-0000-3140-003-000 NN P		57.00	57.00
					TOTAL PAYMENT AMOUNT			57.00
					57.00 *			
015662/00	BEHAVIORAL EDUCATION FOR							
605 PO-110530	10/18/2010	10054			1 01-6500-0-5800-102-5750-1180-003-000 NN P		5,670.18	5,670.18
					TOTAL PAYMENT AMOUNT			5,670.18
					5,670.18 *			
019454/00	BELLA VISTA GIRLS BASKETBALL							
1014 PO-110844	10/20/2010	TOURN 12-16/18			1 01-0000-0-5800-472-1801-1000-014-000 NN F		275.00	275.00
					TOTAL PAYMENT AMOUNT			275.00
					275.00 *			

81 CENTER UNIFIED SCHOOL DIST.
10-21-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0025 10-21-10
FUND : 01 GENERAL FUND

J5955 APY500 H.02.05 10/21/10 PAGE 3
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
014056/00	BENDER, LINDA							
970 PO-110816	10/18/2010	REIMB		1 01-6520-0-5200-472-5770-1110-003-000 N F			165.88	165.88
TOTAL PAYMENT AMOUNT							165.88 *	165.88
019075/00	BRIGHT FUTURES THERAPY							
781 PO-110645	10/19/2010	1968		1 01-6500-0-5800-102-5750-1180-003-000 NN P			10,640.00	10,640.00
TOTAL PAYMENT AMOUNT							10,640.00 *	10,640.00
011564/00	CALDWELL FLORES WINTERS INC.							
628 PO-110536	10/19/2010	910		1 01-0000-0-5800-106-0000-8500-007-000 NN P			2,902.50	2,902.50
TOTAL PAYMENT AMOUNT							2,902.50 *	2,902.50
021036/00	CCHAT CENTER							
598 PO-110527	10/18/2010	CENTER0930		1 01-6500-0-5800-102-5750-1180-003-000 NN P			2,607.57	2,607.57
TOTAL PAYMENT AMOUNT							2,607.57 *	2,607.57
021175/00	CINTAS DOCUMENT MANAGEMENT							
943 PO-110789	10/19/2010	DG37028889		1 01-0000-0-5800-106-0000-8110-007-000 NN F			127.50	127.50
TOTAL PAYMENT AMOUNT							127.50 *	127.50
014086/00	CLARINDA ACADEMY							
601 PO-110528	10/18/2010	SEPT		1 01-6500-0-5800-102-5750-1180-003-000 NN P			2,625.00	2,625.00
TOTAL PAYMENT AMOUNT							2,625.00 *	2,625.00
014864/00	COLORADO BOYS RANCH							
866 PO-110724	10/18/2010	SEPT		1 01-6500-0-5800-102-5750-1180-003-000 NN P			3,661.35	3,661.35
866 PO-110724	10/19/2010	AUGUST		1 01-6500-0-5800-102-5750-1180-003-000 NN P			2,615.25	2,615.25
TOTAL PAYMENT AMOUNT							6,276.60 *	6,276.60

81 CENTER UNIFIED SCHOOL DIST.
10-21-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0025 10-21-10
FUND : 01 GENERAL FUND

J5955 APY500 H.02.05 10/21/10 PAGE 4
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P	OBJE SIT	GOAL FUNC	RES DEP	T9MP	Liq Amt Net Amount

015718/00	CUSTOM BENEFIT ADMINISTRATORS							
	PV-111034	10/20/2010	QCTOBER PREMIUM	01-0000-0-9552-000-0000-0000-000	NN			1,412.46
	TOTAL PAYMENT AMOUNT					1,412.46 *		1,412.46
010173/00	DAY-TIMERS							
	488 PO-110434	10/21/2010	60139494	1 01-6500-0-4300-102-5060-2110-003-000	NN F		30.38	30.37
	TOTAL PAYMENT AMOUNT					30.37 *		30.37
021610/00	EATON INTERPRETING SERVICES							
	631 PO-110539	10/19/2010	102904	1 01-0000-0-5800-103-0000-7200-003-000	NN F		140.00	140.00
	631 PO-110539	10/19/2010	102904	2 01-0000-0-5800-103-0000-7200-003-000	NN P		85.00	85.00
	631 PO-110539	10/19/2010	102747	2 01-0000-0-5800-103-0000-7200-003-000	NN P		105.00	105.00
	TOTAL PAYMENT AMOUNT					330.00 *		330.00
019704/00	FRISCH, JOYCE							
	910 PO-110826	10/19/2010	REIMB	2 01-0000-0-4300-371-0000-2700-012-000	NN F		10.76	10.76
	910 PO-110826	10/19/2010	REIMB	1 01-0000-0-5200-371-0000-2700-012-000	NN F		42.47	42.47
	1026 PO-110852	10/20/2010	REIMB	1 01-3010-0-4300-371-1110-1000-012-000	NN F		95.27	95.27
	TOTAL PAYMENT AMOUNT					148.50 *		148.50
022347/00	GIVE SOMETHING BACK							
	917 PO-110762	10/19/2010	1742045-1	2 01-6500-0-4300-102-5770-1120-003-026	NN F		155.11	154.40
	917 PO-110762	10/19/2010	1742045-0	1 01-6500-0-4300-102-5770-1120-003-027	NN F		155.10	154.40
	919 PO-110764	10/19/2010	1742040-0	1 01-6500-0-4300-102-5750-1110-003-048	NN F		48.90	48.91
	920 PO-110767	10/19/2010	1742047-0	1 01-6500-0-4300-102-5770-1120-003-025	NN F		32.60	32.60
	921 PO-110768	10/19/2010	1742057-0	1 01-6500-0-4300-102-5770-1110-003-018	NN F		32.60	32.60
	922 PO-110769	10/19/2010	1742058-0	1 01-6500-0-4300-102-5770-1190-003-031	NN F		61.19	59.78
	923 PO-110770	10/19/2010	1742059-0	1 01-6500-0-4300-102-5770-1110-003-007	NN F		54.34	54.34
	955 PO-110793	10/19/2010	1742721-0	1 01-6500-0-4300-102-5750-1110-003-020	NN F		32.60	32.60
	TOTAL PAYMENT AMOUNT					569.63 *		569.63
021234/00	GLASS DOCTOR OF THE FOOTHILLS							
	938 PO-110785	10/19/2010	2-22755	1 01-7230-0-4300-112-0000-3600-007-000	NN F		225.00	225.00
	TOTAL PAYMENT AMOUNT					225.00 *		225.00

81 CENTER UNIFIED SCHOOL DIST.
10-21-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0025 10-21-10
FUND : 01 GENERAL FUND

J5955 APY500 H.02.05 10/21/10 PAGE 5
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
017577/00	GOMES, JOE							
1032 PO-110854	10/20/2010	REIMB		1 01-3550-0-5211-472-1110-1000-014-000 N F		64.74	64.74	
1033 PO-110855	10/20/2010	REIMB		1 01-3550-0-5200-472-1110-1000-014-000 N F		128.90	128.90	
TOTAL PAYMENT AMOUNT				193.64 *			193.64	
011818/00	GOODELL PORTER SANCHEZ &							
88 PO-110086	10/19/2010	4126.0		1 01-0000-0-5800-105-0000-7200-005-000 NN P		7,500.00	7,500.00	
TOTAL PAYMENT AMOUNT				7,500.00 *			7,500.00	
016127/00	GRANT HIGH SCHOOL							
1019 PO-110846	10/20/2010	TOURN-12-16/18		1 01-0000-0-5800-472-1801-1000-014-000 NN F		300.00	300.00	
TOTAL PAYMENT AMOUNT				300.00 *			300.00	
015109/00	GREAT AMERICAN STAGE							
939 PO-110786	10/19/2010	37711		1 01-0000-0-5810-472-1110-4000-014-915 NN F		517.39	517.39	
TOTAL PAYMENT AMOUNT				517.39 *			517.39	
017718/00	GUIDING HANDS INC.							
814 PO-110704	10/19/2010	D10315		1 01-6500-0-5800-102-5750-1180-003-000 NN P		2,103.66	2,103.66	
TOTAL PAYMENT AMOUNT				2,103.66 *			2,103.66	
015636/00	HASTIE'S SAND AND GRAVEL							
42 PO-110043	10/19/2010	99946		1 01-8150-0-4300-106-0000-8110-007-000 N P		113.67	113.67	
TOTAL PAYMENT AMOUNT				113.67 *			113.67	
014431/00	HEAR SAY SPEECH AND LANGUAGE							
782 PO-110646	10/18/2010	10-20052		1 01-6500-0-5800-102-5750-1180-003-000 NN P		306.00	306.00	
TOTAL PAYMENT AMOUNT				306.00 *			306.00	

81 CENTER UNIFIED SCHOOL DIST.
10-21-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0025 10-21-10
FUND : 01 GENERAL FUND

J5955 APY500 H.02.05 10/21/10 PAGE 6
<< Open >>

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount						
					FD	RESO	P	OBJE	SIT	GOAL	FUNC	RES	DEP	T9MP		
017002/00	HOME DEPOT															
		45 PO-110046	10/18/2010	3283472			1	01-8150-0-4300-106-0000-8110-007-000	NN	P					35.38	35.38
		45 PO-110046	10/18/2010	6035322532354507			1	01-8150-0-4300-106-0000-8110-007-000	NN	P					27.44	27.44
																62.82
022170/00	JAPPERT, APRIL															
		716 PO-110606	10/18/2010	SEPT			1	01-6500-0-5800-102-5770-3600-003-000	NN	P					325.50	325.50
																325.50
010355/00	KAISER															
		PV-111036	10/20/2010	NOVEMBER												
021874/00	KIDWELL, TAMBRA															
		376 PO-110314	10/19/2010	10-20			1	01-7230-0-5800-112-0000-3600-007-000	NN	P					9.17	9.17
																9.17
019801/00	KIRKLAND, ROSINA															
		957 PO-110808	10/19/2010	REIMB			1	01-6286-0-5210-103-4760-1000-003-000	NN	F					56.50	56.50
																56.50
022467/00	LANGUAGE LINE SERVICES															
		960 PO-110794	10/18/2010	2605645			1	01-0000-0-5800-103-0000-2110-003-000	NN	P					5.72	5.72
																5.72
016555/00	MARIN COUNTY OFFICE OF EDUC															
		929 PO-110804	10/19/2010	REBECCA LAWSON			1	01-0000-0-5200-103-0000-2110-003-000	NN	F					475.00	475.00
																475.00

81 CENTER UNIFIED SCHOOL DIST.
10-21-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0025 10-21-10
FUND : 01 GENERAL FUND

J5955 APY500 H.02.05 10/21/10 PAGE 7
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
022172/00		MED TRANS MEDICAL/LEGAL						
618 PO-110531	10/19/2010	625			1 01-6500-0-5800-102-5750-1180-003-000 NN P		7,570.00	7,570.00
					TOTAL PAYMENT AMOUNT		7,570.00 *	7,570.00
022309/00		MEDICAB OF SACRAMENTO						
783 PO-110647	10/18/2010	RT0910			1 01-6500-0-5800-102-5750-1180-003-000 NN P		904.00	904.00
					TOTAL PAYMENT AMOUNT		904.00 *	904.00
015202/00		MICHEL, JUDITH A.						
1008 PO-110825	10/19/2010	REIMB			1 01-3320-0-3404-475-5730-1110-000-000 NN F		50.00	50.00
					TOTAL PAYMENT AMOUNT		50.00 *	50.00
022511/00		MOTEN-NAIR, PEGGY						
608 PO-110545	10/18/2010	MILEAGE-SEPT			1 01-6500-0-5800-102-5750-1130-003-000 NY P		81.00	81.00
608 PO-110545	10/18/2010	INSTUCT-SEPT			1 01-6500-0-5800-102-5750-1130-003-000 NY P		420.00	420.00
					TOTAL PAYMENT AMOUNT		501.00 *	501.00
018419/00		NORTHERN CA PREPARATORY SCHOOL						
704 PO-110602	10/18/2010	SEPT			1 01-6500-0-5800-102-5750-1180-003-000 NN P		2,197.26	2,197.26
					TOTAL PAYMENT AMOUNT		2,197.26 *	2,197.26
021511/00		OCCUPATIONAL THERAPY FOR						
619 PO-110532	10/19/2010	10-09-11			1 01-6500-0-5800-102-5750-1180-003-000 NN P		306.00	306.00
					TOTAL PAYMENT AMOUNT		306.00 *	306.00
022163/00		ODYSSEY						
638 PO-110544	10/18/2010	8002174			1 01-6500-0-5800-102-5750-1180-003-000 NN P		6,810.66	6,810.66
					TOTAL PAYMENT AMOUNT		6,810.66 *	6,810.66

J5955 APY500 H.02.05 10/21/10 PAGE 8
 << Open >>

24

81 CENTER UNIFIED SCHOOL DIST.
10-21-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0025 10-21-10
FUND : 01 GENERAL FUND

J5955 APY500 H.02.05 10/21/10 PAGE 9
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
019700/00	PITNEY BOWES INC						
398 PO-110347	10/20/2010	2906528-OT10	1 01-0000-0-7439-106-0000-9100-007-000 NN P			1,530.00	1,530.00
TOTAL PAYMENT AMOUNT				1,530.00 *			1,530.00
011345/00	PLACER LEARNING CENTER						
653 PO-110557	10/19/2010	SEPT	1 01-6500-0-5800-102-5750-1180-003-000 NN P			7,135.80	7,135.80
TOTAL PAYMENT AMOUNT				7,135.80 *			7,135.80
019058/00	PRECISION CLEANING SYSTEMS						
1002 PO-110841	10/20/2010	002803	1 01-0000-0-5600-111-0000-8200-007-000 NN F			242.88	242.88
TOTAL PAYMENT AMOUNT				242.88 *			242.88
021194/00	PRUDENTIAL OVERALL SUPPLY INC						
119 PO-110111	10/18/2010	11823-00	1 01-0000-0-5800-111-0000-8200-007-000 NN P			211.72	211.72
186 PO-110180	10/18/2010	11823-02	4 01-0000-0-5800-472-1203-1000-014-000 NN P			14.32	14.32
186 PO-110180	10/18/2010	11823-02	3 01-0000-0-5800-472-1210-1000-014-000 NN P			30.44	30.44
380 PO-110318	10/18/2010	11823-01	1 01-7230-0-5800-112-0000-3600-007-000 NN P			273.85	273.85
TOTAL PAYMENT AMOUNT				530.33 *			530.33
021678/00	RANCHO LEARNING CENTER JRHS						
694 PO-110576	10/19/2010	CENTER92010	1 01-6500-0-5800-102-5750-1180-003-000 NN P			19,139.60	19,139.60
TOTAL PAYMENT AMOUNT				19,139.60 *			19,139.60
014339/00	RED ROCK CANYON SCHOOL						
695 PO-110577	10/18/2010	3523	1 01-6500-0-5800-102-5750-1180-003-000 NN P			2,625.00	2,625.00
TOTAL PAYMENT AMOUNT				2,625.00 *			2,625.00
011238/00	RELIABLE TIRE						
382 PO-110320	10/19/2010	78774	1 01-7230-0-4300-112-0000-3600-007-000 NN P			285.40	285.40
382 PO-110320	10/19/2010	78773	1 01-7230-0-4300-112-0000-3600-007-000 NN P			97.88	97.88
TOTAL PAYMENT AMOUNT				383.28 *			383.28

81 CENTER UNIFIED SCHOOL DIST.
10-21-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0025 10-21-10
FUND : 01 GENERAL FUND

J5955 APY500 H.02.05 10/21/10 PAGE 10
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT	GOAL FUNC RES DEP T9MP	Liq Amt	Net Amount	
010552/00	SAC VAL JANITORIAL						
903 PO-110753	10/18/2010	01913588	1 01-0000-0-9320-000-0000-0000-0000	NN P	65.14	65.14	
TOTAL PAYMENT AMOUNT				65.14 *		65.14	
010264/00	SACRAMENTO BEE						
944 PO-110805	10/19/2010	17298045	1 01-0000-0-4300-103-0000-2420-003-000	NN F	148.50	148.50	
945 PO-110806	10/19/2010	17571170	1 01-0000-0-4300-103-0000-2420-003-000	NN F	148.50	148.50	
TOTAL PAYMENT AMOUNT				297.00 *		297.00	
010266/00	SACRAMENTO COUNTY UTILITIES						
72 PO-110072	10/18/2010	5-00001855866	1 01-0000-0-5540-106-0000-8110-007-000	N P	573.04	573.04	
TOTAL PAYMENT AMOUNT				573.04 *		573.04	
019318/00	SADRIAN, NASRIN						
989 PO-110829	10/19/2010	REIMB	1 01-0000-0-4300-371-1110-1000-012-000	NN F	70.74	70.74	
TOTAL PAYMENT AMOUNT				70.74 *		70.74	
016337/00	SAECHAO, KAO						
613 PO-110513	10/19/2010	AUG-SEPT	1 01-6500-0-5800-102-5770-3600-003-000	NN P	320.00	320.00	
TOTAL PAYMENT AMOUNT				320.00 *		320.00	
010373/00	SCHOOLS INSURANCE AUTHORITY						
823 PO-110690	10/18/2010	2011ust-kam.008	1 01-7230-0-5800-112-0000-3600-007-000	NN P	150.00	150.00	
TOTAL PAYMENT AMOUNT				150.00 *		150.00	
019222/00	SIERRA PEDIATRICS						
629 PO-110538	10/19/2010	CABA000001	1 01-6500-0-5800-102-5750-1180-003-000	NY P	750.00	750.00	
TOTAL PAYMENT AMOUNT				750.00 *		750.00	

81 CENTER UNIFIED SCHOOL DIST.
10-21-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0025 10-21-10
FUND : 01 GENERAL FUND

J5955 APY500 H.02.05 10/21/10 PAGE 11
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date				FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			
020058/00	SMITH, MONICA							
956 PO-110814	10/18/2010	REIMB		1	01-6500-0-4300-102-5001-2700-003-000	NN F	266.44	266.44
TOTAL PAYMENT AMOUNT							266.44 *	266.44
018370/00	STANLEY CONVERGENT SECURITY							
83 PO-110083	10/19/2010	7706078		1	01-0000-0-5800-106-0000-8110-007-000	NN P	155.46	155.46
83 PO-110083	10/19/2010	7732955		1	01-0000-0-5800-106-0000-8110-007-000	NN P	1,943.40	1,943.40
83 PO-110083	10/19/2010	7726758		1	01-0000-0-5800-106-0000-8110-007-000	NN P	104.94	104.94
83 PO-110083	10/19/2010	7729977		1	01-0000-0-5800-106-0000-8110-007-000	NN P	119.04	119.04
TOTAL PAYMENT AMOUNT							2,322.84 *	2,322.84
010137/00	STATE BOARD OF EQUALIZATION							
951 PO-110791	10/18/2010	57-415168		1	01-7230-0-5800-112-0000-3600-007-000	NN P	120.21	120.21
TOTAL PAYMENT AMOUNT							120.21 *	120.21
022066/00	STEVE ANDERSON'S PLUMBING INC							
995 PO-110831	10/20/2010	7952		1	01-8150-0-5600-106-0000-8110-007-000	NN F	1,374.26	1,374.26
TOTAL PAYMENT AMOUNT							1,374.26 *	1,374.26
016801/00	SUNRISE ENVIRONMENTAL							
941 PO-110788	10/19/2010	100286		1	01-7230-0-4300-112-0000-3600-007-000	N F	138.30	138.30
997 PO-110833	10/19/2010	1144		1	01-7230-0-4300-112-0000-3600-007-000	N F	40.34	40.34
TOTAL PAYMENT AMOUNT							178.64 *	178.64
021813/00	SUREWEST							
105 PO-110103	10/18/2010	604457-0001		1	01-0000-0-5902-106-0000-8110-007-000	NN P	637.62	637.62
TOTAL PAYMENT AMOUNT							637.62 *	637.62
014863/00	UHS SCHOOLS							
634 PO-110540	10/19/2010	SEPT		1	01-6500-0-5800-102-5750-1180-003-000	NN P	7,277.01	7,277.01
TOTAL PAYMENT AMOUNT							7,277.01 *	7,277.01

81 CENTER UNIFIED SCHOOL DIST.
10-21-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0025 10-21-10
FUND : 01 GENERAL FUND

J5955 APY500 H.02.05 10/21/10 PAGE 12
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
015191/00	WACHOB, CYNTHIA						
612 PO-110512	10/19/2010	SEPT	1 01-6500-0-5210-102-5060-2110-003-000 N P			98.00	98.00
			TOTAL PAYMENT AMOUNT	98.00 *			98.00
010307/00	WARDS NATURAL SCIENCE						
168 PO-110167	10/19/2010	1182-300-00,01,03,04	1 01-0000-0-4300-472-1275-1000-014-000 NN F			298.00	355.20
			TOTAL PAYMENT AMOUNT	355.20 *			355.20
016889/00	WATER RITE PRODUCTS INC.						
97 PO-110097	10/19/2010	477787	1 01-0000-0-4300-106-0000-8110-007-000 NN P			166.39	166.39
			TOTAL PAYMENT AMOUNT	166.39 *			166.39
022221/00	WESTERN HEALTH ADVANTAGE						
PV-111035	10/20/2010	NOVEMBER PREMIUM	01-0000-0-9552-000-0000-0000-000-000 NN				73,279.84
			TOTAL PAYMENT AMOUNT	73,279.84 *			73,279.84
022019/00	WORKPLACE PRO						
791 PO-110684	10/19/2010	048036	1 01-7230-0-5800-112-0000-3600-007-000 NN F			170.00	131.30
			TOTAL PAYMENT AMOUNT	131.30 *			131.30
017101/00	XO SPORTS						
554 PO-110482	10/20/2010	X66662-00	1 01-0000-0-4300-472-1801-1000-014-000 NN F			3,600.00	3,598.08
			TOTAL PAYMENT AMOUNT	3,598.08 *			3,598.08
			TOTAL FUND	PAYMENT	354,756.25 **		354,756.25

81 CENTER UNIFIED SCHOOL DIST.
10-21-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0025 10-21-10
FUND : 09 CHARTER SCHOOLS

J5955 APY500 H.02.05 10/21/10 PAGE 13
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount	
021344/00		TOUCHLINE SOFTWARE						
965 PO-110798	10/20/2010	10-034304	1 09-1100-0-5800-501-1110-1000-016-000 NN F			299.06	299.06	
		TOTAL PAYMENT AMOUNT	299.06 *				299.06	
		TOTAL FUND PAYMENT	299.06 **				299.06	

81 CENTER UNIFIED SCHOOL DIST.
10-21-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0025 10-21-10
FUND : 11 ADULT EDUCATION FUND

J5955 APY500 H.02.05 10/21/10 PAGE 14
<< Open >>

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description		FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount	

010669/00	ALHAMBRA & SIERRA SPRINGS								
197 PO-110190	10/18/2010	100710		1 11-0030-0-4300-601-4130-1000-017-000 NN P			21.37	21.37	
				TOTAL PAYMENT AMOUNT		21.37 *		21.37	
				TOTAL FUND	PAYMENT	21.37 **		21.37	

81 CENTER UNIFIED SCHOOL DIST.
10-21-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0025 10-21-10
FUND : 12 CHILD DEVELOPMEN FUND

J5955 APY500 H.02.05 10/21/10 PAGE 15
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount	
018143/00		CHILD DEVELOPMENT CENTERS INC						
950 PO-110807	10/19/2010	5030-710	1 12-6105-0-5800-100-8500-1000-005-000 NN P			58,744.47	58,744.47	
		TOTAL PAYMENT AMOUNT				58,744.47 *	58,744.47	
		TOTAL FUND PAYMENT				58,744.47 **	58,744.47	

81 CENTER UNIFIED SCHOOL DIST.
10-21-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0025 10-21-10
FUND : 13 CAFETERIA FUND

J5955 APY500 H.02.05 10/21/10 PAGE 16
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
014105/00	ANDERSON, DENNIS							
981 PO-110820	10/18/2010	REFUND		1 13-5310-0-8634-000-0000-0000-000 NN F			30.75	30.75
TOTAL PAYMENT AMOUNT				30.75 *				30.75
010700/00	ARAMARK UNIFORM SERVICES INC							
148 PO-110137	10/18/2010	471338001		1 13-5310-0-5800-108-0000-3700-007-000 NN P			340.00	340.00
TOTAL PAYMENT AMOUNT				340.00 *				340.00
017053/00	GELLIS, TAMI							
982 PO-110821	10/18/2010	REFUND		1 13-5310-0-8634-000-0000-0000-000 NN F			61.75	61.75
TOTAL PAYMENT AMOUNT				61.75 *				61.75
011255/00	SARA LEE BAKERY GROUP							
137 PO-110126	10/18/2010	92806391		1 13-5310-0-4700-108-0000-3700-007-000 NN P			1,944.98	1,944.98
TOTAL PAYMENT AMOUNT				1,944.98 *				1,944.98
017334/00	SEVEN UP BOTTLING CO. OF S.F.							
448 PO-110408	10/18/2010	2190307068		1 13-5310-0-4700-108-0000-3700-007-000 NN F			924.75	924.75
967 PO-110809	10/18/2010	2190307068		1 13-5310-0-4700-108-0000-3700-007-000 NN P			242.85	242.85
TOTAL PAYMENT AMOUNT				1,167.60 *				1,167.60
011422/00	SYSCO OF SAN FRANCISCO							
135 PO-110124	10/19/2010	095638		2 13-5310-0-4300-108-0000-3700-007-000 NN P			6,322.16	6,322.16
135 PO-110124	10/19/2010	095638		1 13-5310-0-4700-108-0000-3700-007-000 NN P			12,382.83	12,382.83
TOTAL PAYMENT AMOUNT				18,704.99 *				18,704.99
TOTAL FUND PAYMENT				22,250.07 **				22,250.07

81 CENTER UNIFIED SCHOOL DIST.
10-21-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0025 10-21-10
FUND : 14 DEFERRED MAINTENANCE FUND

J5955 APY500 H.02.05 10/21/10 PAGE 17
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
013988/00		BUTTES/CENTER STATE PIPE						
902 PO-110752	10/19/2010	S005876766.001		1 14-0024-0-4300-106-9606-8110-007-000 NN F			166.61	166.61
				TOTAL PAYMENT AMOUNT			166.61 *	166.61
011374/00		CAPITOL MECHANICAL INC						
867 PO-110725	10/19/2010	10112		1 14-0024-0-5600-106-9605-8110-007-000 NN F			2,165.00	2,295.00
				TOTAL PAYMENT AMOUNT			2,295.00 *	2,295.00
022431/00		G M CONSTRUCTION & DEVELOPERS						
1016 PO-110845	10/20/2010	1786		1 14-0024-0-5600-106-9606-8110-007-000 NN F			6,053.00	6,053.00
				TOTAL PAYMENT AMOUNT			6,053.00 *	6,053.00
016043/00		SHELTONS UNLIMITED MECHANICAL						
952 PO-110792	10/19/2010	1440		1 14-0024-0-5600-106-9607-8110-007-000 NY F			5,838.60	5,838.60
				TOTAL PAYMENT AMOUNT			5,838.60 *	5,838.60
				TOTAL FUND PAYMENT			14,353.21 **	14,353.21

81 CENTER UNIFIED SCHOOL DIST.
10-21-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0025 10-21-10
FUND : 21 BUILDING FUND

J5955 APY500 H.02.05 10/21/10 PAGE 18
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP			Liq Amt	Net Amount
017002/00	HOME DEPOT						
416 PO-110363	10/18/2010	8020093	1 21-0000-0-4300-106-9630-8500-007-000 NN P			138.12	138.12
			TOTAL PAYMENT AMOUNT	138.12 *			138.12
			TOTAL FUND PAYMENT	138.12 **			138.12
			TOTAL BATCH PAYMENT	450,562.55 ***	0.00		450,562.55

81 CENTER UNIFIED SCHOOL DIST.
10-21-2010

ACCOUNTS PAYABLE PRELIST
BATCH: 0026 0-batch
FUND : 01 GENERAL FUND

J5955 APY500 H.02.05 10/21/10 PAGE 19
<< Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESO P OBJE SIT GOAL FUNC RES DEP T9MP				
010602/00	HI-LINE ELECTRICAL & MECH							
733 PO-110616	10/18/2010	CLOSE		1 01-7230-0-4300-112-0000-3600-007-000 NN C			172.42	0.00
				TOTAL PAYMENT AMOUNT			0.00 *	0.00
010373/00	SCHOOLS INSURANCE AUTHORITY							
386 PO-110324	10/18/2010	close		1 01-7230-0-5800-112-0000-3600-007-000 NN C			1,650.00	0.00
				TOTAL PAYMENT AMOUNT			0.00 *	0.00
				TOTAL FUND PAYMENT			0.00 **	0.00
				TOTAL BATCH PAYMENT			0.00 ***	0.00
				TOTAL DISTRICT PAYMENT			450,562.55 ****	0.00
				TOTAL FOR ALL DISTRICTS:			450,562.55 ****	0.00

Number of warrants to be printed: 93, not counting voids due to stub overflows.

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Wilson C. Riles Middle School

Date: November 1, 2010

Action Item

To: Board of Trustees

Information Item X

From: Joyce Frisch, Principal

Attached Pages 1

Principal's Initials: 

SUBJECT:

Wilson C. Riles Middle School will be sending Marie Allred, Julie Andrews, Sherry Cox Cline, Esther Haro, Tony Hill, Allison Kent, Kim Leclaire, and Sonja White to the CMC Mathematics Conference at Asilomar Conference Grounds in Pacific Grove, California from Friday, December 3 to Sunday, December 5, 2010. The funding will come out of Title 1 funds.

CMC-N Mathematics Conference *Asilomar* 2010

Over 150 sessions for Pre-K through college teachers, administrators, and teacher leaders.

Hands-on workshops, interactive sessions, presentations, and Make-It, Take-It sessions.

Speakers include:

Marcy Cook, Brad Fulton, Jeanne Ramos, Dan Meyer, Tom Murray, Donna Goldenstein, Lori Lambertson, Judith Kysh, Daren Starnes, and more!

Sessions include:

Equity through Group Discourse in Algebra I

Exponential Opportunities for ELs with Comprehensible Input

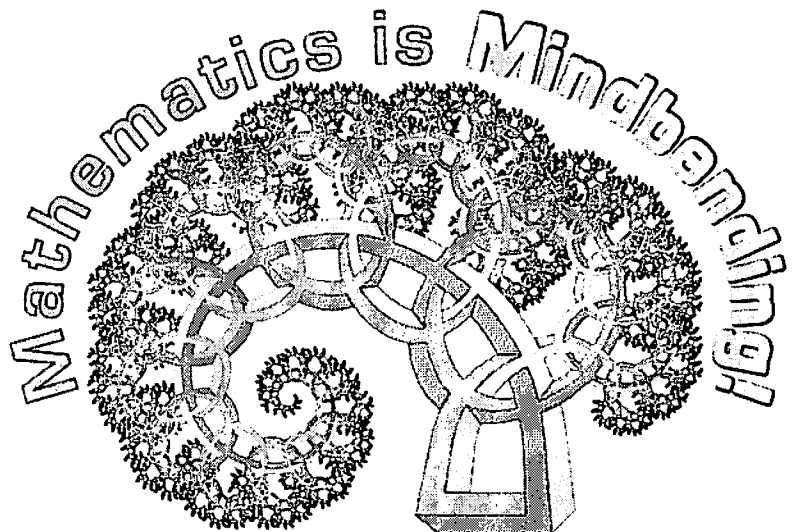
Differentiation in Your Algebra Class is Easier Than You Think

Building Number Sense in the K-1 Classroom

Common Core Standards: what is the difference?

Big Math for Little Kids: Sorting and Patterns

Mathematical Modeling using the TI-nspire



California Mathematics Council

Northern Section - Asilomar 2010

First Time at Asilomar!

IGNITE! Session with surprise guests at the President's Party Saturday night.

Friday, December 3 - Sunday, December 5, 2010
Asilomar Conference Grounds • Pacific Grove Middle School
Monterey Peninsula

Center Unified School District

AGENDA REQUEST FOR:

Dept./Site: Wilson C. Riles Middle School

Date: November 5, 2010

Action Item ____

To: Board of Trustees

Information Item X

From: Joyce Frisch, Principal

Attached Pages 2

Principal's Initials: 

SUBJECT:

Wilson C. Riles Middle School will be sending Tina Seele, Trish Hare, Hannah Siviglia and Lori Day to the complimentary half day Accelerated Reader Today workshop held at the Santa Clara County Office of Education in San Jose, California, on Friday, December 10, 2010. There is no charge for the workshop and travel expenses for the attendees will come out of Title 1 funds.

Welcome

You won't want to miss these topics of discussion at our upcoming AR Today Workshop!

General Information

Please choose the session that best fits your schedule. Arrive for breakfast or lunch, which will be followed immediately by the workshop.

This is a half-day, 3.25-hour workshop that will begin and end promptly.

Topics to be Reviewed

Hour One:

- How technology and information are exponentially changing teaching for you.
- How AR, and subsequently, AR Best Practices, help you to meet these changes.
- Managing the quantity, quality, and levels of materials in reading practice.
- How to manage reading practice to promote your students' reading growth.
- Avoiding negative practices that inhibit your students' reading growth.
- How RTI promotes change for the better in your assessment practices.
- Avoiding the most common mistakes schools make in implementing RTI.

Hour Two:

- Using STAR assessments for multiple purposes, beyond placement in AR books.
- How STAR assessments support your RTI decision-making framework.
- Strategies that successful schools use to promote high-quality classroom practices.
- What we have recently learned about practice from the field of brain research.
- Ensuring that your students are highly engaged during reading practice.
- Successful strategies to promote high-quality reading practice in your classroom.
- The features of AR you may have forgotten about, or didn't even know you had.

Hour Three:

- How to enhance parental involvement through Renaissance Home Connect.
- Successful Reader—The new generation of reading intervention for Grades 4–12.
- Essential practices for continuous renewal and improvement in your school.
- How you can stop the Attempt/Attack/Abandon cycle, and move forward.
- Professional development options, including self-study, that support your growth.
- Implementing a strategy for taking the next steps in your school or district.

Final 15 minutes:

- Wrap up and Q&A



2911 Peach Street • Wisconsin Rapids, WI 54494
Toll Free: (800) 338-4204, ext. 3909 • Outside U.S.: 1-715-424-3636
Toll-free Fax: (877) 280-7642
Web: www.renlearn.com • Email: answers@renlearn.com



This Workshop is Complimentary—Its Value is Priceless!

Refresh, Recharge, and Rediscover Your AR Program

In these days of school-budget belt-tightening, you need to make every dollar count—including making the most of what you already have. Don't spend another dime until you and your team discover the many ways you can release the ultimate power of the Accelerated Reader software you already have—power you may have missed before!

Accelerated Reader has evolved, now giving you exclusive access to the newest timesaving tools and information-packed reports that can inform and elevate your own AR Best Practices immediately upon your return to your classroom! This "Accelerated Reader Today" half-day workshop will give you and your team multiple ideas of how to maximize the fidelity of your school's AR implementation in challenging times like these.

At this interactive, complimentary event, you'll learn how to:

- Breathe fresh energy and excitement into your use of Accelerated Reader.
- Connect to RTI success through Renaissance Learning software and services.
- Discover overlooked features that make your AR tools even more valuable.
- Explore new resources that help you support a high-quality AR implementation.
- Build on your AR implementation with our Successful Reader intervention program.

For a complete list of topics to be examined at the "AR Today" workshop, [click here](#).

Choose one of the following sessions at any location:

Session I

7:30 a.m. - Registration/Breakfast
8:00 a.m. - Presentation
11:15 a.m. - Presentation Concludes

Session II

11:30 a.m. - Registration/Lunch
12:15 p.m. - Presentation
3:30 p.m. - Presentation Concludes

Attend either session in any of the following locations. (Click on the state nearest you in the list below, or scroll down the page to view ALL of the scheduled events.)

Alabama	Indiana	North Carolina	Oregon	Texas
Arizona	Kentucky	New Mexico	Pennsylvania	Utah
California	Louisiana	New York	South Carolina	Virginia
Florida	Massachusetts	Ohio	Tennessee	West Virginia
Georgia	Michigan			

Attendance is complimentary, but seating is limited. We recommend a two-person team from your school that ideally includes an administrator. Reserve your seats by calling (800) 338-4204, ext. 3909.

Alabama

Dothan - 12/7/2010 - Dothan Conference Center - 3113 Oxmoor Industrial Blvd., Dothan, AL 36303

Arizona

Phoenix - 12/2/2010 - Hilton Garden Inn Phoenix Airport - 3422 E Elwood Street, Phoenix, AZ 85040

California

Long Beach - 12/1/2010 - Marriott Long Beach - 4700 Airport Plaza Dr., Long Beach, CA 90815
Fresno - 12/3/2010 - Fresno County Office of Education - 1111 Van Ness Ave., Fresno, CA 93721
Pomona - 12/7/2010 - Village at Indian Hills - Conference Center - 1460 East Holt Ave., Pomona, CA 91767
San Bernardino - 12/8/2010 - Inland Regional Center - 1365 South Waterman Avenue, San Bernardino, CA 92412
San Diego - 12/9/2010 - Sheraton San Diego Hotel and Marina - 1380 Harbor Island Dr., San Diego, CA 92101
San Jose - 12/10/2010 - Santa Clara County Office of Education - 1290 Ridder Park Dr., San Jose, CA 95131

Florida

Jacksonville - 11/30/2010 - Embassy Suites - 9300 Baymeadows Road, Jacksonville, FL 32256
Plantation - 12/9/2010 - Renaissance Plantation Hotel - 1230 South Pine Island Rd., Plantation, FL 33324

Georgia

Albany - 12/8/2010 - Merry Acres of Albany - 1500 Dawson Rd., Albany, GA 31707
Atlanta - 12/9/2010 - Doubletree Guest Suites Atlanta - Galleria - 2780 Windy Ridge Pkwy SE Atlanta, GA 30339
Augusta - 12/10/2010 - Augusta Marriott Hotel & Suites - 2 Tenth Street, Augusta, GA 30901

Center Unified School District

AGENDA REQUEST FOR:

Dept. /Site: Facilities and Operations Department

Date: November 17, 2010

Action Item _____

To: Board of Trustees

Information Item X

From: Craig Deason, Assist. Supt.

Attached Pages 1

Assist. Supt. Initials CD

SUBJECT:

Transportation Department will be sending Tandra Kidwell to a two day workshop on "How to Communicate with Tact and Professionalism". The workshop will be held in Sacramento on January 18 & 19, 2011. Informational flyer on the workshop is attached. The funding will be coming out of the Transportation budget.

A Highly Interactive 2-Day Workshop

How to **COMMUNICATE** with Tact and Professionalism

**Avoid misleading verbal and visual cues that interfere
with clear, concise communication**

Ever wish you could ...

Tailor your message to achieve complete buy-in on your ideas and proposals?

Disarm others' "hot buttons" and put people at ease — even in the heat of an argument?

Win arguments without losing friends?

Maintain your composure and control — even when someone is right in your face?

Decode body language to understand what people are *really* saying?

Improve your nonverbal skills for added emphasis?

Deliver razor-sharp instructions that get things done — without coming off like an annoying perfectionist?

Become so persuasive that your requests are rarely denied?

This training will show you how.

Practice makes perfect ...

This course includes dozens of interactive exercises designed to drive home the skills you learn. Not only will you discover new ways to improve your interpersonal communication skills — you'll also have the time to practice and apply these skills in "real life" situations.

You won't just *know more* after attending this workshop — you'll *be a better communicator*.

 CAREERTRACK

1-800-556-3009

Express Enrollment

<http://events.careertrack.com/249995>

*Center Joint Unified School District***AGENDA REQUEST FOR:****Dept./Site:** Superintendent's Office**Action Item** X **To:** Board of Trustees**Information Item** **Date:** November 17, 2010**# Attached Pages** 8 **From:** Scott A. Loehr, Superintendent**Principal/Administrator Initials:** **SUBJECT: CSBA Delegate Assembly Nominations**

Nominations will be accepted until Thursday, January 7, 2011. Any CSBA member board is eligible to nominate board members within their geographical region or subregion. Each board may nominate as many individuals as it chooses. The subregion for CJUSD is 6-B.

RECOMMENDATION:

TIME SENSITIVE – For Board ACTION –

Nominations due Friday, January 7, 2011

Please deliver to all members of the governing board. Thank you.

October 29, 2010

MEMORANDUM

TO: Board Presidents and Superintendents - CSBA Member Boards of Education
FROM: Frank Pugh, President
SUBJECT: **Call for Nominations for CSBA Delegate Assembly**

CSBA's Delegate Assembly is a vital link in the association's governance structure. Working with local districts, county offices, the Board of Directors and Executive Committee, Delegates ensure that the association reflects the interests of school districts and county offices of education throughout the state. **Nomination and Candidate Biographical Sketch forms for CSBA's Delegate Assembly are now being accepted until Friday, January 7, 2011.** In an effort to go "green," nomination forms and information related to the election process are available to download from the CSBA website at www.csba.org/AboutCSBA.aspx.

- Any CSBA member board is eligible to nominate board members within their geographical region or subregion.
- Boards may nominate as many individuals as it chooses by using the nomination form or submitting a letter of nomination.
- Approval from nominee of nomination to CSBA's Delegate Assembly.
- All nominees must submit a one-page, single-sided, candidate biographical sketch form and an optional one-page, one-sided résumé, (résumé cannot be substituted for the candidate biographical sketch form).
- All nomination materials must be postmarked no later than **Friday, January 7**. Faxes are also acceptable, but they must be received by January 7.
- Delegates serve two-year terms; beginning April 1, 2011 through March 31, 2013
- There are two required Delegate Assembly meetings each year, one in May in Sacramento and one preceding the CSBA Annual Education Conference and Trade show in November/December.

For further information about the Delegate Assembly, please contact Michelle Neto in CSBA's Administration department at (800) 266-3382. You may download the following forms and find more information at www.csba.org/AboutCSBA.aspx. Thank you.

- ❖ Delegate Assembly Brochure
- ❖ Nomination Form
- ❖ Candidate's Biographical Sketch Form
- ❖ Important Dates
- ❖ List of all Delegates whose term expires in 2011
- ❖ Alphabetical List of Districts and County offices
- ❖ FAQ





October 29, 2010

MEMORANDUM

TO: CCBE and CSBA Member County Boards of Education

FROM: Cathie C. Bustos, CCBE President

SUBJECT: CSBA County Delegate and CCBE Director Nominations and Elections

Per CSBA's President Frank Pugh's enclosed memo, the call for nominations for CSBA's regional county seats is now open Friday, October 29, 2010 through January, 7, 2011. This memo is to apprise you of the fact that CSBA's regional county Delegates serve as members of CCBE's Board of Directors for a two-year term.

California County Boards of Education (CCBE) is a statewide organization representing and serving the unique needs of all county boards of education in California; and partners with the California School Boards Association (CSBA) in providing educational leadership. Members of the CCBE Board of Directors establish the vision, mission and goals for CCBE and ensure that activities and programs remain focused on those goals and the issues identified in CCBE's Legislative Policy Platform. CCBE's mission is to provide leadership and services to county board of education members and enable them to help every student succeed. We need people who are committed and involved in providing educational leadership.

Some of the CCBE's Board of Directors roles and responsibilities are:

- Provide two-way communication with local county board members and school districts.
- Support and participate in CCBE's and CSBA's activities and events.
- Adopt the Budget, Legislative Policy Platform, Bylaws and Standing Rules.
- Select and endorse a candidate for the CSBA Director-at-Large, County position.

There are three Board of Directors meetings per year; the CCBE Fall Conference in Sept/Oct, the CSBA Annual Education Conference in Dec, and the joint CSBA/CCBE Legislative Action Conference in May.

For further information about CCBE, please go to our website at <http://www.theccbe.org>. You may also contact CCBE staff, Charlyn Tuter, by calling either (916) 669-3281 or (800) 266-3382 ext. 3281 or emailing ctuter@csba.org.

Thank you.



CSBA

2011 Delegate Assembly Nomination Form

Due: Friday, January 7, 2011 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

CSBA Region/subregion #____/____

The Board of Education of the _____
(Nominating School District or COE)

wishes to nominate: _____
(Nominee)

The nominee is a member of the _____,
(Nominee's School District or COE)

which is a member of the California School Boards Association.

- ☐ The nominee has consented to this nomination.
- ☐ Attached is the nominee's required one-page, single-sided, candidate biographical sketch form and optional one-page, single-sided résumé.
- ☐ The nominee's required one-page, single-sided, candidate biographical sketch form and optional one-page, single-sided résumé will be submitted by the deadline date.

Board Clerk or Board Secretary (signed)

Date

Board Clerk or Board Secretary (printed)

PLEASE NOTE:

The nomination and candidate biographical sketch forms must be faxed or U.S. postmarked no later than **Friday, January 7, 2011**. **Forms postmarked or faxed after January 7 cannot be accepted.** Please contact Michelle Neto at (800) 266-3382 should you have any questions.

Return nomination to:

California School Boards Association
3100 Beacon Blvd., P.O. Box 1660 | West Sacramento, CA 95691-1660
(916) 371-4691 (800) 266-3382 | Fax: (916) 371-3407 or (916) 669-3305 | www.csba.org



2011 Delegate Assembly Candidate Biographical Sketch Form

Due: Friday, January 7, 2011 (U.S. Postmark or fax – 916.669.3305 or 916.371.3407)

Please complete, sign and date this **required** candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please **do not** state "See résumé" and please do not re-type this form. Any additional page(s) exceeding this candidate form will **not** be accepted.

Name: _____

CSBA Region: _____

District or COE: _____

Years on board: _____ ADA: _____

Contact Number: _____

E-mail: _____

Are you a continuing Delegate? ☐ Yes ☐ No

If yes, how long have you served as a Delegate? _____

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district or county office.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____ Date: _____

CSBA DELEGATES WHOSE ELECTED TERM EXPIRES IN 2011

Below are the names of Delegates in each region/subregion whose term expires in 2011 and are up for re-election, if they choose to run. Delegates must be nominated by a CSBA member board that is located within the region or subregion. If a subregion is not listed, it is because the Delegate's term has not expired. *Nomination and Candidate Biographical Sketch forms are due by January 7, 2011.*

REGION 1 - Counties: Del Norte, Humboldt, Lake, Mendocino

Subregion 1-A (Del Norte, Humboldt)
Vacant

REGION 2 - Counties: Lassen, Modoc, Plumas, Shasta, Siskiyou, Trinity

Subregion 2-A (Modoc, Siskiyou, Trinity)
Margaret DeBortoli (Siskiyou Union HSD)
Subregion 2-B (Shasta)
Constance K. Pepple (Shasta Union HSD)

REGION 3 - Counties: Marin, Napa, Solano, Sonoma

Subregion 3-A (Sonoma)
Christina Kauk (Petaluma City ESD & Jt. Union HSD)
Subregion 3-B (Napa)
Marco DiGiulio (Calistoga Joint USD)
Subregion 3-C (Solano)
Jim Ernst (Dixon USD)
Susan K. Heumphreus (Fairfield-Suisun USD)

REGION 4 - Counties: Butte, Colusa, Glenn, Nevada, Placer, Sierra, Sutter, Tehama, Yuba

Subregion 4-B (Butte)
Kathy White (Oroville City ESD)
Subregion 4-C (Colusa, Sutter, Yuba)
Sharman Kobayashi (Yuba City USD)
Subregion 4-D (Nevada, Placer, Sierra)
Trish Gerving (Nevada City SD)
Susan Goto (Roseville City SD)

REGION 5 - Counties: San Francisco, San Mateo

Subregion 5-B (San Mateo)
Maria Diaz-Slocum (Redwood City ESD)
Carrie Du Bois (San Carlos ESD)
Kevin Martinez (San Bruno Park ESD)

REGION 6 - Counties: Alpine, Amador, El Dorado, Mono, Sacramento, Yolo

Subregion 6-B (Sacramento)
Lisa Kaplan (Natomas USD)
Terry Parker-Owning (Galt Jt. Union HSD)
Richard Shaw (Folsom-Cordova USD)
Roger D. Westrup (Twin Rivers USD)

Subregion 6-C (El Dorado, Amador, Alpine, Mono)
Lyle Eichert (Buckeye Union ESD)

REGION 7 - Counties: Alameda, Contra Costa

Subregion 7-A (Contra Costa)
Arthur M. Clarke (Walnut Creek ESD)
Teresa Gerringer (Lafayette ESD)
Subregion 7-B (Alameda)
Jennifer Henry (Dublin USD)
Diana J. Prola (San Leandro USD)
Nancy Riddle (Berkeley USD)
Nancy Thomas (Newark USD)

REGION 8 - Counties: Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, Tuolumne

Subregion 8-A (San Joaquin)
Calvin Young (Lodi USD)
Vacant
Subregion 8-B (Calaveras, Mariposa, Tuolumne)
Sherri Reusche (Calaveras USD)
Subregion 8-C (Stanislaus)
Catie L. Englebright (Salida Union SD)
Cynthia Lindsey (Sylvan Union ESD)
Subregion 8-D (Merced)
Robert Rodarte (Delhi USD)

REGION 9 - Counties: Monterey, San Benito, San Luis Obispo, Santa Cruz

Subregion 9-A (San Benito, Santa Cruz)
Allison Niday (Scotts Valley USD)
Subregion 9-B (Monterey)
Kathryn Ramirez (Salinas Union HSD)
Subregion 9-C (San Luis Obispo)
Tami Gunther (Atascadero USD)

REGION 10 - Counties: Fresno, Kings, Madera

Subregion 10-A (Madera)
John E. Reynolds (Yosemite USD)
Subregion 10-B (Fresno)
James Karle (Sanger USD)
Oscar Sablan (Firebaugh-Las Deltas USD)
Kathy Spate (Caruthers USD)
Randel M. Yano (Clay Joint ESD)

REGION 11 - Counties: Santa Barbara, Ventura & Las Virgenes USD

Subregion 11-A (Santa Barbara)
Dean Nevins (Goleta Union ESD)
Subregion 11-B (Ventura County and Las Virgenes USD)
Suzanne Kitchens (Pleasant Valley SD)
Christina Urias (Santa Paula Union HSD)

REGION 12 - Counties: Kern, Tulare**Subregion 12-A (Tulare)**

Teresa Garcia (Tulare City SD)
Dean Sutton (Exeter Union ESD)

Subregion 12-B (Kern)

Linda Brenner (Panama-Buena Vista Union SD)
Kevin Burton (Fruitvale ESD)
Blaine Geissel (Rosedale Union ESD)
Deanna Rodriguez-Root (Richland SD)

REGION 15 - Counties: Orange County and Lowell Jt. USD

Bonnie Castrey (Huntington Beach Union HSD)
Judith Edwards (Fountain Valley ESD)
Karin Freeman (Placentia-Yorba Linda USD)
Celia Jaffe (Huntington Beach City ESD)
Nancy W. Kirkpatrick (Saddleback Valley USD)
Sue Kuwabara (Irvine USD)
Jose F. Moreno (Anaheim City SD)
Robert A. Singer (Fullerton Joint Union HSD)
Elizabeth Swift (Buena Park ESD)

REGION 16 - Counties: Inyo, San Bernardino**Subregion 16-A (Inyo)**

Catherine George (Lone Pine USD)

Subregion 16-B (San Bernardino)

Susan Brown (Yucaipa-Calimesa Joint USD)
Tom Courtney (Lucerne Valley USD)
Karen Gray (Silver Valley USD)
Karen S. Morgan (Victor ESD)
Kathy A. Thompson (Central ESD)
Charles Uhalley (Chaffey Joint Union HSD)

REGION 17 - County: San Diego

Twila Godley (Lakeside Union SD)
Penny Halgren (La Mesa-Spring Valley SD)
Sharon C. Jones (San Diego COE)
Kelli Moors (Carlsbad USD)
Janet W. Mulder (Jamul-Dulzura Union ESD)
Barbara Ryan (Santee ESD)
Priscilla Schreiber (Grossmont Union HSD)

REGION 18 - Counties: Imperial, Riverside**Subregion 18-A (Riverside)**

Robin J. Crist (Murrieta Valley USD)
John I. Norman (San Jacinto USD)
Vincent O'Neal (Temecula Valley USD)
David Sanchez (Beaumont USD)
Shari Stewart (Palm Springs USD)
Vacant

Subregion 18-B (Imperial)

Ralph Fernandez (Brawley Union HSD)
Vacant

REGION 20 - County: Santa Clara

Danielle Cohen (Campbell Union SD)
Michael Gipe (Saratoga Union ESD)
Nancy A. Newton (Fremont Union HSD)
Pamela Parker (Campbell Union HSD)
George Sanchez (Franklin-McKinley ESD)

REGION 22 - County: North Los Angeles

John K. Curiel (Westside Union ESD)
Rose Koscielny (Saugus Union ESD)
Suzan T. Solomon (Newhall ESD)

REGION 23 - Counties: San Gabriel Valley and East Los Angeles County**Subregion 23-A**

Ted Bunch (Burbank USD)
Richard A. Sonner (South Pasadena USD)

Subregion 23-B

Heidi L. Gallegos (Rowland USD)
Helen Hall (Walnut Valley USD)
Larry L. Redinger (Walnut Valley USD)

Subregion 23-C

Doris Blum (Glendora USD)
Ilean Ochoa (Azusa USD)

REGION 24 - County: Southwest Crescent - Los Angeles County

Jan Baird (South Whittier ESD)
Sonya Cuellar (Paramount USD)
Joseph Rivera (El Rancho USD)
Patricia Siever (Culver City USD)
Arlene Staich (Redondo Beach USD)
Ana Valencia (Norwalk-La Mirada USD)



IMPORTANT

Deadline date for
CSBA Delegate Assembly nomination and
candidate biographical sketch forms:
Friday, January 7, 2011

Important 2011 Dates to keep in mind:

- Friday, January 7: U.S. Postmark or fax deadline for *required* Nomination and Candidate Biographical Sketch Forms
- By Tuesday, February 1: Ballots mailed to Member Boards
- February 1 – March 15: Boards vote for Delegates
- Tuesday, March 15: Deadline for the ballots to be returned to CSBA (U.S. Postmark ONLY)
- By Thursday, March 31: Ballots to be tallied
- By Friday, April 1: Election results, except for run-offs, will be posted on CSBA's website
- Friday, April 29: Deadline for run-off ballots (U.S. Postmark ONLY)
- Saturday, May 14 – Sunday, May 15: Delegate Assembly meeting in Sacramento



California School Boards Association
3100 Beacon Blvd., P.O. Box 1660 | West Sacramento, CA 95691-1660
(916) 371-4691 (800) 266-3382 | Fax: (916) 371-3407 or (916) 669-3305 | www.csba.org

**CSBA**

Frequently Asked Questions regarding Delegate Assembly Nominations and Elections

Who is eligible to serve on Delegate Assembly?

To be eligible to serve on CSBA's Delegate Assembly, a board member must:

- Be a trustee of a district or county office of education that is a current member of CSBA; and
- Be a trustee of a district or county office of education within the geographic region or subregion which the Delegate will represent.

What is the term of office to serve on Delegate Assembly?

The term of office for each Delegate is two years beginning April 1. Within each region, approximately half of the Delegates are elected in even-numbered years and half in odd-numbered years.

How is a board member nominated to serve on the Delegate Assembly?

A board member must be formally nominated by a board in the region or subregion and may be nominated by his or her own district or county office. The nomination is an action that is taken in a public board meeting and requires a majority vote. A board may nominate as many individuals as it wishes. It is the responsibility of the nominating board to obtain permission from the nominee prior to submitting his or her name.

What does a nomination consist of?

A nomination consists of a completed, signed and dated nomination form and a candidate biographical sketch form. In addition, an optional, one-page, single-sided, résumé may also be submitted, (résumé cannot be substituted for the candidate biographical sketch form).

When are the nomination and candidate biographical sketch forms due?

It is critical that nominations and candidate biographical sketch forms be delivered to the CSBA office, faxed or postmarked on or before Friday, January 7, 2011.

How are nominees elected to serve on Delegate Assembly?

Ballots are mailed by February 1 to each district or county board within the region or subregion which has a vacancy. Ballots must be delivered to CSBA or postmarked by the U.S. Post Office by Tuesday, March, 15 in order to be accepted. Ballots may not be faxed.

Voting for Delegates is an action of the entire board rather than individual board members; therefore, it is done at a public meeting and requires a majority vote. Each board may vote for as many persons as there are positions to be filled within the region or subregion. All boards and candidates are notified of the results no later than March 31. If there is a tie vote, a run-off election is held.

What are the required Delegate Assembly meeting dates?

There are two Delegate Assembly meetings each year, one in May prior in Sacramento and one preceding the CSBA Annual Education Conference and Trade Show in November/December in San Francisco or San Diego.

Does CSBA cover expenses for Delegates to attend the Delegate Assembly meetings?

No, CSBA is not able to cover expenses.

For additional information, please contact Michelle Neto in the Administration department at (800) 266-3382.

*Center Joint Unified School District***AGENDA REQUEST FOR:****Dept./Site:** Superintendent's Office**Action Item** X **To:** Board of Trustees**Information Item** **Date:** November 17, 2010**# Attached Pages** 3 **From:** Scott A. Loehr, Superintendent**Principal/Administrator Initials:** **SUBJECT: Schedule Annual Organizational Meeting of the Board**

Education Code §35143 requires governing boards to set an annual organizational meeting "within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar." (Board members are seated the *first Friday* of December following the November election [Education Code §5017]). That 15-day period for 2010 is December 3-17.

It is recommended that this be scheduled during our Regular Board Meeting on Wednesday, December 15, 2010 at 6:00 p.m. at North Country Elementary School.

RECOMMENDATION: The Center Joint Unified School District Board of Trustees approve the scheduling of the Annual Organizational Meeting of the Board to occur on Wednesday, December 15, 2010 at 6:00 p.m. at North Country Elementary School.

Sacramento Office of Education County

10474 Mather Boulevard
P.O. Box 269003
Sacramento, CA 95826-9003
(916) 228-2500

www.scoe.net

Memorandum

TO: District Superintendents

FROM: David W. Gordon, County Superintendent *Dave*

DATE: October 25, 2010

SUBJECT: ANNUAL ORGANIZATIONAL MEETING FOR GOVERNING BOARDS

Under the provisions of Education Code §35143, your governing board is required to set an annual organizational meeting "within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar." (Board members are seated the *first Friday* of December following the November election [Education Code §5017])

The 15-day period for 2010 is:
December 3-17

The day and time of the annual meeting are to be selected by your governing board at its regular meeting held (in November) *immediately prior to the first day of such 15-day period*, and the board shall notify the County Superintendent of Schools of the day and time selected.

Following your regular meeting held immediately prior to December 3, please complete and return the enclosed form, notifying us of the date and time of your organizational meeting.

NOTE: Education Code §35143 requires the County Superintendent of Schools to designate the date and time for the annual organizational meeting if your Board fails to do so. Therefore, it is important that we receive this form no later than 5:00 p.m. on November 23, 2010. If necessary, please send the form to us via fax at 916.228.2403.

After your organizational meeting has been held, please have the enclosed "Certificate of Election of Board President, Clerk and Board Representative" (**yellow form**) completed, signed and forwarded to this office. If you have any questions, please call Carla Miller at 916.228.2410.

Enclosures

Education Code Section 35143

The governing board of each school district shall hold an annual **organizational meeting**. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the date upon which a governing board member elected at that election takes office.

Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar. Unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected by the board at its regular meeting held immediately prior to the first day of such 15-day period, and the board shall notify the county superintendent of schools the day and time selected. The clerk of the board shall, within 15 days prior to the date of the annual meeting, notify in writing all members and members-elect of the date and time selected for the meeting.

If the board fails to select a day and time for the meeting, the county superintendent of schools having jurisdiction over the district shall, prior to the first day of such 15-day period and after the regular meeting of the board held immediately prior to the first day of such 15-day period, designate the day and time of the annual meeting. The day designated shall be within the 15-day period. He shall notify in writing all members and members-elect of the date and time.

At the annual meeting the governing board of each high school district, union high school district, and joint union high school district shall organize by electing a president from its members and a clerk.

At the annual meeting each city board of education shall organize by electing a president from its members.

At the annual meeting the governing board of each other type of school district, except a community college district, shall elect one of its members clerk of the district.

As an alternative to the procedures set forth in this section, a city board of education whose members are elected in accordance with a city charter for terms of office commencing in December, may hold its annual organizational meeting required in this section between December 15 and January 14, inclusive, as provided in rules and regulations which shall be adopted by such board. At the annual meeting the city board of education shall organize by electing a president and vice president from its members who shall serve in such office during the period January 15 next to the following January 14, unless removed from such office by majority vote of all members of the city board of education.

SCHEDULING OF ANNUAL ORGANIZATIONAL MEETING

TO: David W. Gordon, County Superintendent
Sacramento County Office of Education
10474 Mather Boulevard
P.O. Box 269003
Sacramento, CA 95826-9003

FROM: Center Joint Unified School District

The annual organizational meeting of this district has been set for:

Date: Wednesday, December 15, 2010

Time: 6:00 p.m.

Place: North Country Elementary School
3901 Little Rock Drive, Antelope, CA 95843

This action was taken during the regular meeting *immediately preceding* December 3, 2010.

I hereby certify that 15 days prior to this date all members and members-elect will be notified in writing of the time and place of the annual organizational meeting.

Signed: _____

Title: _____

Date: _____

PLEASE NOTE: If this form is not received by the County Superintendent of Schools by **5:00 p.m. on November 23, 2010**, the County Superintendent shall set the date and time of the annual organizational meeting as required by Education Code §35143.

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Superintendent's Office

Action Item X

To: Board of Trustees

Information Item

Date: November 17, 2010

Attached Pages

From: Scott A. Loehr, Superintendent

Principal/Administrator Initials:

SUBJECT: Second Reading: Board Policies/Regulations/Exhibits

Replace	BP/AR 4127/4227/4327	Temporary Athletic Team Coaches
Replace	AR 4161.1/4361.1	Personal Illness/Injury Leave

RECOMMENDATION: CUSD Board of Trustees approve the second reading of presented policies/regulations/exhibits.

All Personnel

BP 4127(a)
4227
4327

TEMPORARY ATHLETIC TEAM COACHES

The Governing Board desires to employ highly qualified coaches for the district's sports and interscholastic athletic programs in order to enhance the knowledge, skills, motivation, and safety of student athletes.

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145.2 - Athletic Competition)

The Superintendent or designee may employ a certificated or noncertificated employee, other than a substitute employee, to supervise or instruct interscholastic athletic activities as a temporary employee in a limited assignment capacity. (5 CCR 5590)

(cf. 4121 - Temporary/Substitute Personnel)

Note: When hiring a temporary athletic team coach, Education Code 44919 requires districts to first make the position available to a credentialed teacher presently employed by the district. In CTA v. Rialto Unified School District, the California Supreme Court held that the law is intended to grant a current certificated employee a limited advantage in the hiring process over a noncertificated employee or a nonemployee, provided that the applicant applies for the position and meets qualification criteria established by the district.

When hiring a person to fill a position as a temporary athletic team coach, the position shall first be made available to qualified certificated teachers currently employed by the district. (Education Code 44919)

Note: 5 CCR 5596 specifies a code of ethical conduct for athletic coaches; see the accompanying administrative regulation. In addition, the California Interscholastic Federation has adopted a set of principles to guide the conduct of coaches and other participants in interscholastic athletic competitions; see BP 6145.2 - Athletic Competition.

All coaches shall be subject to Board policies, administrative regulations, and California Interscholastic Federation bylaws and codes of ethical conduct.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.63 - Steroids)

Noncertificated coaches have no authority to give grades to students. (5 CCR 5591)

(cf. 5121 - Grades/Evaluation of Student Achievement)

Qualifications

Note: 5 CCR 5593 establishes the minimum qualifications for employees serving as temporary athletic team coaches; see the accompanying administrative regulation.

TEMPORARY ATHLETIC TEAM COACHES (continued)

The Superintendent or designee shall establish qualification criteria for all athletic coaches in accordance with law and district standards. These criteria shall ensure that coaches possess an appropriate level of competence, knowledge, and skill.

Note: Effective July 9, 2010, AB 346 (Ch. 52, Statutes of 2010) amended Education Code 49024 to require any noncertificated employee or any volunteer who works with students in a district-sponsored student activity program such as an interscholastic athletic program to obtain an Activity Supervisor Clearance Certificate (ASCC) from the Commission on Teacher Credentialing, unless the district requires the candidate to clear a Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) criminal background check prior to beginning the paid or volunteer duties; see BP/AR 1240 - Volunteer Assistance. This legislation was introduced in response to legislation passed in 2009 (AB 1025, Ch. 379, Statutes of 2009) which had required noncertificated personnel or volunteers who "supervise, direct, or coach the activity" to obtain an ASCC.

Thus, the Governing Board may choose whether to require a temporary athletic team coach to obtain the ASCC (Option 1 below) and/or to obtain a DOJ/FBI criminal background check (Option 2 below). The Board may select either one of the options below, combine them to allow an individual to obtain either the ASCC or DOJ/FBI check at the individual's discretion, or to apply different requirements to different positions in the district (e.g., head coaches vs. assistant coaches; employees vs. volunteers).

In addition, AB 346 amended Education Code 45125.01 to allow multiple districts within a county or within contiguous counties to share criminal record information of noncertificated employees and volunteers working in a student activity program; see AR 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records.

OPTION 1: Any noncertificated employee or volunteer who works with students in a district-sponsored interscholastic athletic program shall, prior to beginning his/her duties, possess an Activity Supervisor Clearance Certificate issued by the Commission on Teacher Credentialing. (Education Code 49024)

An individual who obtained both a Department of Justice and Federal Bureau of Investigation criminal background clearance through the district prior to July 9, 2010 shall have satisfied this requirement. (Education Code 49024)

~~**OPTION 2:** Any noncertificated employee or volunteer who works with students in a district-sponsored interscholastic athletic program shall, prior to beginning his/her duties, obtain a Department of Justice and Federal Bureau of Investigation criminal background check through the district. (Education Code 49024)~~

~~An individual who possesses a current Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing, issued prior to July 9, 2010, shall have satisfied district requirements for the criminal background check. (Education Code 49024)~~

TEMPORARY ATHLETIC TEAM COACHES (continued)

(cf. 1240 - Volunteer Assistance)
(cf. 4112.5/4312.5 - Criminal Record Check)
(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)
(cf. 4212.5 - Criminal Record Check)

Legal Reference:

EDUCATION CODE

35179-35179.7 Interscholastic athletics
44010 Sex offense
44011 Controlled substance offense
44332-44332.5 Temporary certificates
44424 Conviction of a crime
44808 Liability when students are not on school property
44919 Classification of temporary employees
45125.01 Interagency agreements for criminal record information
45347 Instructional aides subject to requirements for classified staff
45349 Use of volunteers to supervise or instruct students
49024 Activity Supervisor Clearance Certificate
49030-49034 Performance-enhancing substances
49406 Examination for tuberculosis

CODE OF REGULATIONS, TITLE 5

5531 Supervision of extracurricular activities
5590-5596 Duties of temporary athletic team coaches

COURT DECISIONS

CTA v. Rialto Unified School District, (1997) 14 Cal. 4th 627
San Jose Teachers Association, CTA, NEA v. Barozzi, (1991) 230 Cal.App.3d 1376

Management Resources:

CSBA PUBLICATIONS

Steroids and Students: What Boards Need to Know, Policy Brief, July 2005
A School Board Member's Guide to CIF and Interscholastic Sports, 1997

CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS

Pursuing Victory with Honor, 1999

California Interscholastic Federation Constitution and Bylaws

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

10-11 Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), July 20, 2010

WEB SITES

CSBA: <http://www.csba.org>
California Athletic Trainers' Association: <http://www.ca-at.org>
California Department of Education: <http://www.cde.ca.gov>
California Interscholastic Federation: <http://www.cifstate.org>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
National Athletic Trainers' Association: <http://www.nata.org>

Board Policy

Temporary Athletic Team Coaches

BP 4127 4227,4327

Personnel

The Governing Board recognizes the importance of qualified temporary athletic team coaches to the district's sports program and to the success of students in sports and interscholastic athletic activities.

The Superintendent or designee shall establish qualification criteria for all athletic coaches in accordance with law and with district standards and priorities. These criteria shall ensure that all coaches possess an appropriate level of competence, knowledge, and skill.

Any certificated teacher employed by the district who applies for a position as a temporary athletic team coach and who satisfies the qualification criteria established for the position shall first be offered the position. (Education Code 44919)

By December 31, 2008, all district coaches, including volunteer coaches, shall have completed a coaching education program that meets the standards developed by the California Interscholastic Federation (CIF). Coaches shall bear the expense of the program. (Education Code 49032)

(cf. 5131.63 - Steroids)

All coaches shall be subject to Board policy and administrative regulation, as well as CIF bylaws and codes of ethical conduct.

(cf. 5131.1 - Bus Conduct)

(cf. 6145.2 - Athletic Competition)

Volunteer Coaches

Volunteer athletic team coaches shall meet all the qualification criteria required of temporary athletic team coaches employed by the district.

(cf. 1240 - Volunteer Assistance)

Legal Reference:

EDUCATION CODE

35179-35179.7 Interscholastic athletics

44010 Sex offense

44011 Controlled substance offense
44424 Conviction of a crime
44808 Liability when students are not on school property
44919 Classification of temporary employees
49030-39033 Performance-enhancing substances
CODE OF REGULATIONS, TITLE 5
5531 Supervision of extracurricular activities of pupils
5590-5596 Duties of temporary athletic team coaches
COURT DECISIONS
CTA v. Rialto Unified School District, (1997)14 Cal. 4th 627
San Jose Teachers Association, CTA, NEA v. Barozzi, (1991) 230 Cal. App. 3d 1376

Management Resources:

CSBA POLICY BRIEFS

Steroids and Students: What Boards Need to Know, July 2005

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Interscholastic Federation: <http://www.cifstate.org>

Policy CENTER UNIFIED SCHOOL DISTRICT
adopted: June 7, 2006 Antelope, California

TEMPORARY ATHLETIC TEAM COACHES

Qualifications

Note: 5 CCR 5593 establishes minimum qualifications for certificated and noncertificated employees assigned as temporary athletic team coaches. The district should modify the following section to reflect any additional criteria. Districts should consider developing specific criteria for each coaching position.

The Superintendent or designee shall establish minimum qualification criteria for temporary athletic team coaches. These criteria shall include, but not necessarily be limited to, competencies in the following areas: (5 CCR 5593)

1. Care and prevention of athletic injuries, basic sports injury first aid, and emergency procedures, as evidenced by one or more of the following:
 - a. Completion of a college-level course in the care and prevention of athletic injuries and possession of a valid cardiopulmonary resuscitation (CPR) card
 - b. A valid sports injury certificate or first aid card, and a valid CPR card
 - c. A valid Emergency Medical Technician (EMT) I or II card
 - d. A valid trainer's certification issued by the National or California Athletic Trainers' Association (NATA/CATA)
 - e. Possession of both valid CPR and first aid cards and practical experience under the supervision of an athletic coach or trainer or experience assisting in team athletic training and conditioning
2. Coaching theory and techniques in the sport or game being coached, as evidenced by one or more of the following:
 - a. Completion of a college course in coaching theory and techniques
 - b. Completion of inservice programs arranged by a school district or county office of education
 - c. Prior service as a student coach or assistant athletic coach in the sport or game being coached
 - d. Prior coaching in community youth athletic programs in the sport being coached
 - e. Prior participation in organized competitive athletics at high school level or above in the sport being coached

TEMPORARY ATHLETIC TEAM COACHES (continued)

3. Knowledge of the rules and regulations pertaining to the sport or game being coached, the league rules, and, at the high school level, regulations of the California Interscholastic Federation (CIF)
4. Knowledge of child or adolescent psychology, as appropriate, as it relates to sport participation, as evidenced by one or more of the following:
 - a. Completion of a college-level course in child psychology for elementary school positions and adolescent or sports psychology for secondary school positions
 - b. Completion of a seminar or workshop on human growth and development of youth
 - c. Prior active involvement with youth in school or community sports program

The Superintendent or designee may waive competency requirements for persons enrolled in appropriate training courses leading to acquisition of the competency, provided such persons serve under the direct supervision of a fully qualified coach until the competencies are met. (5 CCR 5593)

Following the selection of a temporary athletic team coach, the Superintendent or designee shall certify to the Governing Board, at the next regular Board meeting or within 30 days, whichever is sooner, that the coach meets the qualifications and competencies required by 5 CCR 5593. By April 1 of each year, the Board shall certify to the State Board of Education that the provisions of 5 CCR 5593 have been met. (5 CCR 5594)

<p>Note: The qualifications required by 5 CCR 5593 for employees serving as temporary athletic team coaches do not apply to volunteer coaches. The following optional paragraph is for use by districts that require volunteers who supervise or direct an athletic program to meet those same qualifications.</p>
--

Volunteers who supervise or direct an athletic program shall meet the qualification criteria specified in 5 CCR 5593 required for temporary athletic team coaches employed by the district. Any volunteer who does not meet such criteria shall serve only under the supervision of a fully qualified coach and shall not be given charge of an athletic program.

(cf. 1240 - Volunteer Assistance)

TEMPORARY ATHLETIC TEAM COACHES (continued)**Additional Qualifications of Noncertificated Personnel and Volunteers**

In addition to the qualifications listed above, any noncertificated employee or volunteer assigned as a temporary athletic team coach shall: (5 CCR 5592)

1. Be free from tuberculosis and any other contagious disease that would prohibit certificated teachers from teaching, as verified by a written statement, renewable every four years, from a licensed physician or other person approved by the district

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

2. Not have been convicted of any offense referred to in Education Code 44010, 44011, or 44424, or any offense involving moral turpitude or evidencing unfitness to associate with children

Note: Effective July 9, 2010, AB 346 (Ch. 52, Statutes of 2010) amended Education Code 49024 to require any noncertificated employee or any volunteer who works with students in a district-sponsored interscholastic athletic program to obtain an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing, unless the district requires the candidate to clear a Department of Justice and Federal Bureau of Investigation criminal background check prior to beginning his/her duties. See the accompanying Board policy for options that may be selected or adapted by the district.

In addition, AB 346 amended Education Code 45125.01 to allow multiple districts within a county or within contiguous counties to share criminal record information of noncertificated employees and volunteers working in a student activity program; see AR 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records.

Any noncertificated employee or volunteer assigned as a temporary athletic team coach shall obtain an Activity Supervisor Clearance Certificate or a criminal background check in accordance with Board policy. (Education Code 49024)

(cf. 1240 - Volunteer Assistance)

(cf. 4112.5/4312.5 - Criminal Record Check)

(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)

(cf. 4212.5 - Criminal Record Check)

High School Coaching Education Program

Note: The following section is for use by districts that maintain high schools. Education Code 49032 requires that all high school coaches complete a coaching education program developed by the district or the California Interscholastic Federation (CIF) that meets the guidelines listed in Education Code 35179.1. Districts that wish to set their own standards for the coaching education program instead of using the standards developed by the CIF should modify the following paragraph accordingly.

TEMPORARY ATHLETIC TEAM COACHES (continued)

Each high school athletic team coach or volunteer coach shall complete, at his/her expense, a coaching education program that meets the standards developed by the CIF. A high school coach who has completed the education program in another California school district shall be deemed to have met the requirement for this district. (Education Code 49032)

An individual who has not completed the education program may be assigned as a coach for no longer than one season of interscholastic competition. (Education Code 49032)

Code of Ethical Conduct

Employees providing supervisory or instructional services in interscholastic athletic programs and activities shall: (5 CCR 5596)

1. Show respect for players, officials, and other coaches
2. Respect the integrity and judgment of game officials
3. Establish and model fair play, sportsmanship, and proper conduct
4. Establish player safety and welfare as the highest priority
5. Provide proper supervision of students at all times
6. Use discretion when providing constructive criticism and when reprimanding players
7. Maintain consistency in requiring all players to adhere to the established rules and standards of the game
8. Properly instruct players in the safe use of equipment
9. Avoid exerting undue influence on a student's decision to enroll in an athletic program at any public or private postsecondary educational institution
10. Avoid exerting undue influence on students to take lighter academic course(s) in order to be eligible to participate in athletics
11. Avoid suggesting, providing, or encouraging any athlete to use nonprescription drugs, anabolic steroids, or any substance to increase physical development or performance that is not approved by the U.S. Food and Drug Administration, U.S. Surgeon General, or the American Medical Association

(cf. 5131.63 - Steroids)

TEMPORARY ATHLETIC TEAM COACHES (continued)

12. Avoid recruitment of athletes from other schools
13. Follow the rules of behavior and the procedures for crowd control as established by the district and the league in which the district participates

Administrative Regulation

Temporary Athletic Team Coaches

AR 4127 4227,4327

Personnel

At the first regular Governing Board meeting or within 30 days after selection of a temporary athletic team coach, whichever is sooner, the Superintendent or designee shall certify to the Board that all temporary athletic team coaches meet the qualifications and competencies required by law. (Code of Regulations, Title 5, Section 5594)

Upon the recommendation of the Superintendent or designee, the Board shall certify to the State Board of Education, by April 1 of each year, that the district conforms with state requirements governing the employment of temporary athletic team coaches. (Title 5, Section 5594)

Competencies

The Superintendent or designee shall determine whether a temporary athletic team coach is knowledgeable and competent in the areas of: (Code of Regulations, Title 5, Section 5593)

1. Care and prevention of athletic injuries, basic sports injury first aid, and emergency procedures

The Superintendent or designee shall establish qualifications in this competency area as evidenced by one or more of the following:

- a. Completion of a college-level course in the care and prevention of athletic injuries and possession of a valid cardiopulmonary resuscitation (CPR) card
- b. A valid sports injury certificate or first aid card, and a valid cardiopulmonary resuscitation (CPR) card
- c. A valid Emergency Medical Technician (EMT) I or II card
- d. A valid trainer's certification issued by the National or California Athletic Trainers' Association (NATA/CATA)
- e. Practical experience under the supervision of an athletic coach or trainer or experience assisting in team athletic training and conditioning and both valid CPR and first aid cards

2. Coaching techniques

The Superintendent or designee shall establish qualifications in coaching theory and techniques in the sport or game being coached as evidenced by one or more of the following:

- a. Completion of a college course in coaching theory and techniques
- b. Completion of inservice programs arranged by a school district or county office of education
- c. Prior service as a student coach or assistant athletic coach in the sport or game being coached
- d. Prior coaching in community youth athletic programs in the sport being coached
- e. Prior participation in organized competitive athletics at high school level or above in the sport being coached

3. Rules and regulations in the athletic activity being coached

The Superintendent or designee shall establish knowledge of the rules and regulations pertaining to the sport or game being coached, the league rules and, at the high school level, regulations of the California Interscholastic Federation.

4. Child or adolescent psychology, whichever is appropriate to the grade level of the involved activity

The Superintendent or designee shall establish competency in knowledge of child or adolescent psychology as it relates to sport participation as evidenced by one or more of the following:

- a. Completion of a college-level course in child psychology for elementary school positions and adolescent or sports psychology for secondary school positions
- b. Completion of a seminar or workshop on human growth and development of youth
- c. Prior active involvement with youth in school or community sports program

The Superintendent or designee may waive competency requirements for persons enrolled in appropriate training courses leading to acquisition of the competency, provided such persons serve under the direct supervision of a fully qualified coach until the competencies are met. (Code of Regulations, Title 5, Section 5593)

Additional Competencies for Noncertificated Personnel

In addition to the competencies listed above, the Superintendent or designee shall determine that a noncertificated person employed as a temporary athletic team coach:

(Code of Regulations, Title 5, Section 5592)

1. Has not been convicted of any offense referred to in Education Code 44010, 44011 or 44424, or any offense involving moral turpitude or evidencing unfitness to associate with children.

(cf. 4212.5 - Criminal Record Check)

2. Is free from tuberculosis and any other contagious disease that would prohibit certificated teachers from teaching, as verified by a written statement, renewable every four years, from a licensed physician or other person approved by the district.

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

Noncertificated coaches have no authority to give grades to students. (Title 5, Section 5591)

Code of Ethical Conduct

Employees providing supervisory or instructional services in interscholastic athletic programs and activities shall: (Code of Regulations, Title 5, Section 5596)

- 1. Show respect for players, officials and other coaches**
- 2. Respect the integrity and judgment of game officials**
- 3. Establish and model fair play, sportsmanship and proper conduct**
- 4. Establish player safety and welfare as the highest priority**
- 5. Provide proper supervision of students at all times**
- 6. Use discretion when providing constructive criticism and when reprimanding players**
- 7. Maintain consistency in requiring all players to adhere to the established rules and standards of the game**
- 8. Properly instruct players in the safe use of equipment**
- 9. Avoid exerting undue influence on a student's decision to enroll in an athletic program at any public or private postsecondary educational institution**
- 10. Avoid exerting undue influence on students to take lighter academic course(s) in order to be eligible to participate in athletics**
- 11. Avoid suggesting, providing or encouraging any athlete to use nonprescriptive drugs,**

anabolic steroids or any substance to increase physical development or performance that is not approved by the U.S. Food and Drug Administration, U.S. Surgeon General or the American Medical Association

12. Avoid recruitment of athletes from other schools

13. Follow the rules of behavior and the procedures for crowd control as established by the Board and the league in which the district participates

Regulation CENTER UNIFIED SCHOOL DISTRICT
approved: September 24, 1997 Antelope, California

PERSONAL ILLNESS/INJURY LEAVE

Note: The following administrative regulation is subject to collective bargaining and may be deleted by those districts whose agreement fully covers the leave provisions specified below.

Ten days of sick leave per year is the minimum prescribed by Education Code 44978 for certificated employees. The Governing Board may allow additional days at its discretion; if it does so, the following paragraph should be revised accordingly.

Full-time certificated employees are entitled to 10 days leave of absence for personal illness or injury (sick leave) per school year, with full pay. Employees working less than five school days per week shall be granted comparable sick leave in proportion to the time they work. (Education Code 44978)

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)

An employee may take sick leave at any time during the school year, even if credit for sick leave has not yet been accrued. (Education Code 44978)

Note: The following paragraph is optional.

An employee who does not complete a given year of service shall be charged for any unearned sick leave used as of the date of termination of service.

Unused days of sick leave shall be accumulated from year to year without limitation. (Education Code 44978)

Note: The following optional paragraph may be revised to reflect district practice.

At the beginning of each school year, employees shall be notified of the amount of sick leave they have accumulated.

Any certificated employee who leaves the district after at least one school year of employment and accepts a certificated position in another district, county office of education, or community college district within one year shall have transferred with him/her the total amount of accumulated sick leave. The district shall not require new employees to waive leave accumulated in a previous district. (Education Code 44979, 44980)

Sick leave may be used by a certificated employee for absences due to:

1. Temporary inability to perform his/her duties because of illness, accident, or quarantine, whether or not the cause of the absence arises out of and in the course of employment (Education Code 44964)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

PERSONAL ILLNESS/INJURY LEAVE (continued)

2. Pregnancy, miscarriage, childbirth, and recovery (Education Code 44965, 44978)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

3. Personal necessity (Education Code 44981)

(cf. 4161.2/4261.2/4361.2 - Personal Leaves)

Note: Optional item #4 below may be revised as desired to specify a different minimum increment for sick leave.

4. Medical and dental appointments, in increments of not less than one hour

5. Industrial accidents or illnesses when leave granted specifically for that purpose has been exhausted (Education Code 44984)

(cf. 4161.11/4361.11 - Industrial Accident/Illness Leave)

Note: Pursuant to Labor Code 233, any employer who provides sick leave for employees must permit them to use sick leave in any calendar year to attend to the illness of their child, parent, spouse, domestic partner, or domestic partner's child, in an amount not less than the sick leave that would be accrued during six months at the employee's then current rate of entitlement (e.g., five days accrued during six months for full-time certificated employees, unless the district has established an amount that is higher than the legal minimum). Certificated employees also may use personal necessity leave for the serious illness of a member of the employee's immediate family pursuant to Education Code 44981; see AR 4161.2/4261.2/4361.2 - Personal Leaves. Districts are cautioned to consult legal counsel regarding possible interaction of sick leave and personal necessity leave provisions in the Education Code and Labor Code.

6. Illness of the employee's child, parent, spouse, registered domestic partner, or domestic partner's child in an amount not less than the sick leave that would be accrued by the employee during six months at his/her then current rate of entitlement (Labor Code 233)

Note: The following optional paragraph may be revised to reflect district practice.

An employee shall notify the district of his/her need to be absent as soon as such need is known, so that substitute services may be secured. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall so notify the district. If the duration of absence becomes shorter than estimated, the employee shall notify the district not later than 3 p.m. of the day preceding the day on which he/she intends to return to work. If failure to so notify the district results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

(cf. 4121 - Temporary/Substitute Personnel)

PERSONAL ILLNESS/INJURY LEAVE (continued)

Continued Absence After Available Sick Leave Is Exhausted

Note: Pursuant to Education Code 44977, an employee who is absent for up to five months after exhausting all his/her available sick leave must receive his/her regular salary minus the cost of a substitute. Option 1 below reflects this requirement.

However, Education Code 44983 provides that Education Code 44977 does not apply to those districts that adopt a rule that gives certificated employees 50 percent or more of their regular salary during the period of absence. Option 2 below is for use by districts that choose to specify such a level of compensation; these districts are mandated to adopt a rule to this effect.

OPTION 1:

During each school year, when a certificated employee has exhausted all available sick leave, including all accumulated sick leave, and, due to illness or injury, continues to be absent from his/her duties for an additional period up to five school months, the employee shall receive his/her regular salary minus the actual cost of a substitute to fill the position. If the district has made every reasonable effort to secure the services of a substitute and has been unable to do so, the amount that would have been paid to a substitute shall be deducted from the employee's salary. (Education Code 44977)

Note: In Veguez v. Long Beach Unified School District, the court held that an employee is not entitled to more than a total of five months of differential pay "per illness or accident," even if the employee works for a period of time between sick leave increments related to the same medical condition.

An employee shall not be provided more than one five-month period per illness or injury. However, if the school year ends before the five-month period is exhausted, the employee may take the balance of the five-month period in a subsequent school year. (Education Code 44977)

OPTION 2:

Note: Option 2 below is **mandated** for use by districts that choose to provide employees at least 50 percent of their regular salary during the period of absence pursuant to Education Code 44983. The following paragraph specifies a percentage of 50 percent and should be modified by districts that have set a higher percentage.

~~After a certificated employee has exhausted all available sick leave, including all accumulated sick leave, and, due to illness or injury, continues to be absent for an additional period up to five months, he/she shall receive 50 percent of his/her regular salary during the five-month period of absence.~~

Note: The following paragraph is for use by districts that selected either Option 1 or Option 2.

PERSONAL ILLNESS/INJURY LEAVE (continued)

If a certificated employee is not medically able to resume his/her duties after the five-month period provided pursuant to Education Code 44977, the employee shall be placed either in another position or on a reemployment list. Placement on the reemployment list shall be for 24 months for probationary employees or 39 months for permanent employees and shall begin at the expiration of the five-month period. If during this time the employee becomes medically able, he/she shall be returned to employment in a position for which he/she is credentialed and qualified. (Education Code 44978.1)

(cf. 4116 - Probationary/Permanent Status)

Note: When an employee is absent for a period of more than five months, or is absent for a cause other than illness, Education Code 44977 and 44983 provide that the amount deducted from his/her salary shall be determined according to the rules and regulations adopted by the Board as long as such rules are not in conflict with State Board of Education regulations. If not covered in the district's negotiated agreement, the district may add provisions here reflecting salary deductions for employees absent longer than five months.

Verification Requirements

Note: Education Code 44978 mandates the Board to adopt regulations requiring proof of illness or injury and prescribing the means of verification. However, Education Code 44978 provides that these regulations shall not discriminate against evidence of treatment and the need for treatment by the practice of a well-recognized religion. For verification requirements for employees on leave pursuant to the Family and Medical Leave Act, see AR 4161.8/4261.8/4361.8 - Family Care and Medical Leave.

The following section should be modified to reflect district practice and any procedures which have been specified in negotiated agreements.

After any absence due to illness or injury, the employee shall verify the absence by submitting a completed and signed district absence form to his/her immediate supervisor.

The Superintendent or designee may, at any time, require additional written verification by the employee's physician or other authorized health care provider. Such verification shall be required whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever clear evidence indicates that an absence is not related to illness or injury.

Note: 42 USC 2000ff-1, the Genetic Information Nondiscrimination Act (P.L. 110-233), specifies that it is unlawful for a district to request, require, or purchase an employee's or his/her family member's individual genetic information except in complying with the medical certification requirements for family care and medical leave purposes or with the employee's prior, knowing, voluntary, and written authorization. See AR 4161.8/4261.8/4361.8 - Family Care and Medical Leave. Any such information received by the district must be kept confidential.

PERSONAL ILLNESS/INJURY LEAVE (continued)

The Superintendent or designee may require an employee to visit a physician selected by the district, at district expense, in order to receive a report on the medical condition of the employee. The report shall include a statement as to the employee's need for further leave of absence and a prognosis as to when the employee will be able to return to work. If the report concludes that the employee's condition does not warrant continued absence, the Superintendent or designee may, after giving notice to the employee, deny further leave.

Before returning to work, an employee who has been absent for surgery, hospitalization, or extended medical treatment may be asked to submit a letter from his/her physician stating that he/she is able to return to duty and stipulating any necessary restrictions or limitations.

(cf. 4032 - Reasonable Accommodation)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

Legal Reference:

EDUCATION CODE

- 44964 Power to grant leave of absence in case of illness, accident, or quarantine
- 44965 Granting of leaves of absence for pregnancy and childbirth
- 44976 Transfer of leave rights when school is transferred to another district
- 44977 Salary deduction during absence from duties up to five months after sick leave is exhausted
- 44978 Provisions for sick leave of certificated employees
- 44978.1 Inability to return to duty; placement in another position or on reemployment list
- 44979 Transfer of accumulated sick leave to another district
- 44980 Transfer of accumulated sick leave to a county office of education
- 44981 Leave of absence for personal necessity
- 44983 Exception to sick leave when district adopts specific rule
- 44984 Industrial accident or illness
- 44986 Leave of absence for disability allowance applicant

LABOR CODE

- 220 Sections inapplicable to public employees
- 233 Illness of child, parent, spouse or domestic partner
- 234 Absence control policy

CODE OF REGULATIONS, TITLE 5

- 5601 Transfer of accumulated sick leave

UNITED STATES CODE, TITLE 42

- 2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

COURT DECISIONS

- Veguez v. Governing Board of Long Beach Unified School District, (2005) 127 Cal.App.4th 406

Administrative Regulation

Personal Illness Injury Leave

AR 4161.1 4361.1

Personnel

Full-time certificated employees are entitled to 10 days leave of absence for personal illness or injury (sick leave) per school year, with full pay. Employees working less than five days per week shall be granted comparable sick leave in proportion to the time they work. (Education Code 44978)

(cf. 4161/4261 - Leaves)

(cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)

(cf. 4361 - Leaves)

An employee may take sick leave at any time during the school year, even if credit for sick leave has not yet been accrued. (Education Code 44978)

An employee who does not complete a given year of service shall be charged for any unearned sick leave used as of the date of termination.

Unused days of sick leave shall be accumulated from year to year without limitation. (Education Code 44978)

Any certificated employee who leaves the district after at least one year of employment and accepts a certificated position in another district, county office of education or community college district within one year shall have transferred with him/her the total amount of accumulated sick leave. The district may not require new employees to waive their leave accumulated in a previous district. (Education Code 44979, 44980)

Sick leave may be used by certificated employees for:

1. Cases of temporary inability to perform duties because of illness, accident or quarantine, whether or not the cause of absence arises out of and in the course of employment (Education Code 44964)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

2. Absences due to pregnancy, miscarriage, childbirth and recovery (Education Code 44965, 44978)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

3. Cases of personal necessity (Education Code 44981)

(cf. 4161.2/4261.2/4361.2 - Personal Leaves)

4. Medical and dental appointments, in increments of not less than one hour
5. Cases of industrial accidents or illnesses when leave granted specifically for that purpose has expired (Education Code 44984)

(cf. 4161.11/4361.11 - Industrial Accident/Illness Leave)

6. Illness of the employee's child, parent or spouse, up to the amount of sick leave that would be accrued during six months (Labor Code 233)

An employee shall notify the district of his/her need to be absent as soon as such need is known, so that substitute services may be secured. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall so notify the district. If the duration of absence becomes shorter than estimated, the employee shall notify the district not later than 3 p.m. of the day preceding the day on which he/she intends to return to work. If failure to so notify the district results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

(cf. 4121 - Temporary/Substitute Personnel)

Sick Leave Beyond 10 Days

When a certificated employee has exhausted all available sick leave, including all accumulated sick leave, and continues to be absent from his/her duties due to illness or accident for an additional period up to five school months, the employee shall receive his/her regular salary minus the actual cost of a substitute to fill the position. If the district has made every reasonable effort to secure the services of a substitute and has been unable to do so, the amount that might have been paid to a substitute shall be deducted from the employee's salary. (Education Code 44977)

The sick leave, including accumulated sick leave, and the five-month period shall run consecutively. (Education Code 44977)

An employee shall not be provided more than one five-month period per illness or accident. However, if the school year ends before the five-month period is exhausted, the employee may take the balance of the five-month period in a subsequent school year. (Education Code 44977)

After five months, if a certificated employee has exhausted all available sick leave and is not medically able to resume his/her duties, the employee shall be placed either in another position or on a reemployment list. If the employee is on probationary status, he/she shall be placed on the reemployment list for 24 months beginning at the expiration

of the five-month period provided pursuant to Education Code 44977; if on permanent status, the employee shall be placed on the reemployment list for 39 months. If during this time the employee becomes medically able, he/she shall be returned to employment in a position for which he/she is credentialed and qualified. (Education Code 44978.1)

(cf. 4116 - Probationary/Permanent Status)

Verification Requirements

After any absence due to illness or injury, the employee shall verify the absence by submitting a completed and signed district absence form to his/her immediate supervisor.

The Superintendent or designee may, at any time, require additional written verification by the employee's physician or practitioner. Such verification shall be required whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever clear evidence indicates that an absence is not related to illness or injury.

The Superintendent or designee may require an employee to visit a physician selected by the district and at district expense in order to receive a report on the medical condition of the employee. The report shall include a statement as to the employee's need for further leave of absence and a prognosis for when the employee will be able to return to work. If the report concludes that the employee's condition does not warrant continued absence, the Superintendent or designee may, after giving notice to the employee, deny further leave.

Before returning to work, an employee who has been absent for surgery, hospitalization or extended medical treatment may be asked to submit a letter from his/her physician stating that he/she is able to return and stipulating any recommended restrictions or limitations.

(cf. 4032 - Reasonable Accommodation)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

Legal Reference:

EDUCATION CODE

44964 Power to grant leave of absence in case of illness, accident or quarantine

44965 Granting of leaves of absence for pregnancy and childbirth

44976 Transfer of leave rights when school is transferred to another district

44977 Salary deduction during absence from duties

44978 Provisions for sick leave of certificated employees

44979 Transfer of accumulated sick leave to another district

44980 Transfer of accumulated sick leave to a county office of education

44981 Leave of absence for personal necessity

44983 Exception to sick leave when district adopts specific rule

44986 Leave of absence for disability allowance applicant
LABOR CODE

233 Illness of child, parent or spouse

234 Absence control policy

CODE OF REGULATIONS, TITLE 5

5601 Transfer of accumulated sick leave

Regulation CENTER UNIFIED SCHOOL DISTRICT

approved: May 17, 2000 Antelope, California

Center Joint Unified School District

AGENDA REQUEST FOR:

Dept./Site: Instructional Services

Date: November 17, 2010

To: Board of Trustees

From: George Tigner
Chief Admin. Officer
Initials: GT

Action Item X

Information Item

Attached Pages 2

SUBJECT: Statement of Assurances Instructional Materials Fund

Education Code Section 60119 (c) specifies that the governing boards of school districts are subject to the requirements of Education Code 60119 in order to receive funding for Pupil Textbook and Instruction Materials Incentive Program (Education code 60252), and/or instructional materials from any state source in a fiscal year in which the Superintendent of Public Instruction determines that the base revenue limit per average daily attendance (ADA) for each school district will increase by at least one percent from the prior fiscal year.

RECOMMENDATION: CJUSD Board of Trustees approve Resolution No. 3/2010-11 which certifies that the District has sufficient materials in CORE subjects.

Resolution

Center Joint Unified School District

Resolution No. 3/2010-11

Notification of Compliance With Education Code Section 60119 for Funds Received Under Pupil Textbook and Instructional Materials Incentive Program.

RESOLUTION REGARDING SUFFICIENCY OF INSTRUCTIONAL MATERIALS:

Whereas, the governing board of Center Joint Unified School District, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on November 17, 2010, at six o'clock, which did not take place during or immediately following school hours, and;

Whereas, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

FOR A FINDING OF SUFFICIENT INSTRUCTIONAL MATERIALS:

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Center Joint Unified School District, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, and;

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

Whereas, sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the 2010/2011 school year, the Center Joint Unified School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks.

Libby Williams, Board President

Gary Blenner, Board Clerk

Matthew L. Friedman, Board Representative

Scott A. Loehr, Superintendent

Nancy Anderson, Member

Date

Donald Wilson, Member